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ABSTRACT

The report discusses activities and accomplishments of a project designed to develop, field test, and disseminate a self-instructional training module to assist special and regular educators in the design and implementation of career education programs for exceptional students (both handicapped and gifted). Activities are reviewed for each of the major program objectives, such as a survey of existing training materials. The bulk of the document consists of appended materials which include the following: job descriptions and vitae for project personnel; the project's technical plan (which is made up of the project profile and a chart of the work breakdown structure); sample letters; lists of resources; and a chart outlining the audiovisual presentation on career education. An overview of career education for exceptional individuals, also a part of appendixes, examines inservice and preservice activities in terms of extent, content, and areas of exceptionality addressed; and identifies those content areas to which personnel development programs have paid insufficient attention. (SBH)

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CAREER EDUCATION PROGRAM

INTERIM REPORT

7/1/78 to 12/31/78

Carole M. Johnson
Project Director

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Project Title: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

EC114145

CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

1. Project Number: 554AH80016
2. Grant Number: G0078C0006
3. Nature of Report: Semi-Annual
4. Project Title: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students
5. Period Covered by This Report: 7/1/78 to 12/31/78
6. Category of Project: Training
7. Name of Project Director: Carole M. Johnson
8. Name and Address of Grantee/Assistance Contractor Institution:

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9. Major Activities:

The major activities and accomplishments of the project are discussed below in relation to each of the specific project objectives. These objectives are:

- To survey existing training materials regarding career education for exceptional students for use in training special education and regular classroom teachers.
- To develop a self-instructional training module including an audio cassette, filmstrip, and handbook designed to prepare regular and special education teachers to conduct career education programs for exceptional students.
- To field test the training module and evaluate its effectiveness.
- To initiate dissemination of the training module.

Objective 1901. To survey existing training materials regarding career education for exceptional students for use in training special education and regular classroom teachers.

Prior to initiating activities related to Objective 1901, staff were hired and the project management plan was developed and initiated. Appendix A contains the job descriptions and vitae for the project director and program specialist. Appendix B contains the technical plan which delineates roles and responsibilities for project staff in relation to each objective. The time line for accomplishment of project objectives is presented in the technical plan. The line and staff relationships between project staff and CEC management is presented in Figure 1. This management arrangement has facilitated the accomplishment of tasks identified in the technical plan.

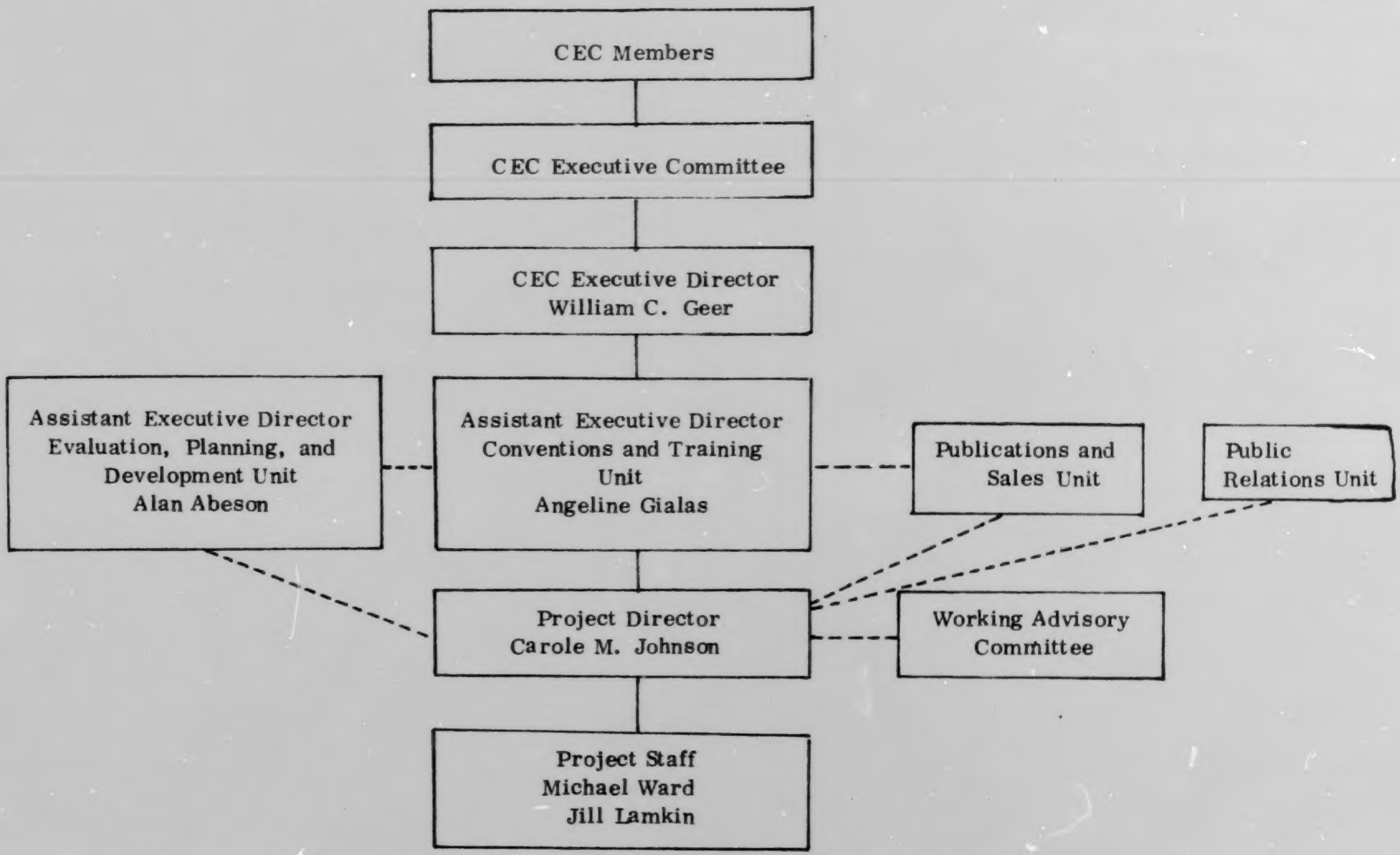
CEC Members
CEC Executive Committee
CEC Executive Director
William C. Geer
Assistant Executive Director
Evaluation, Planning, and Development Unit
Alan Abeson
Assistant Executive Director
Conventions and Training Unit
Angeline Gialas
Publications and Sales Unit
Public Relations Unit
Project Director
Carole M. Johnson
Working Advisory Committee
Project Staff
Michael Ward
Jill Lamkin

FIGURE 1

The initial tasks to be completed for Objective 1901 were to identify existing training materials (1901.1) and to review and describe those materials (1901.2). Several criteria were established for selection and review of career education materials prior to the implementation of the review. These criteria were:

1) Primary focus upon personnel preparation;
2) Emphasis upon exceptional individuals and/or
3) Expressed use with teachers of exceptional individuals.

No effort was made to judge the reviewed materials in terms of reported or non-reported impact or substantive content. Where evaluation data were available the results were briefly abstracted.

In an effort to maintain consistency of reporting and presentation, a materials review form was developed. A sample form is reproduced on the following pages with explanations of its various sections. On the form, the following codes for areas of exceptionality were used:

MR	mentally retarded
SED	severely emotionally disturbed
SLD	severely learning disabled
OI	orthopedically impaired
OHI	other health impaired
D	deaf
DB	deaf blind

MATERIALS REVIEW FORM

Area of Exceptionality:
MR SED SLD D HH VH DB
OHI OI MH SI G/T

Level of involvement
(if applicable): Mild,
moderate, severe

Reference Number:
ERIC #____________________
CALL #____________________
Microfilm #____________________
Project #____________________

Type of Material: Report Monograph
Periodical Book Dissertation Other

Cost:

Author(s):

Title:

Place of Publication:

Publisher:

Date:

No. of Pages:

Title of Periodical:

Date:

Vol.

No.

Page(s)

Content abstract:

Evaluation (form, results, etc):

Available from:

Purchase:__________ Rent:__________

Primary Medium

Audio Tape	☐
Audio Cassette	☐
Phono. Records	☐
Filmstrip/ Tape	☐
Slide Tape	☐
Videotape	☐
Tape Size	☐
Video Cassette	☐
16mm Film	☐
8mm Film	☐
Filmstrip	☐
Slide	☐
Photo	☐
Graphic	☐
Transparency	☐
Print	☐
CAI	☐
CMI	☐
Other	☐

Medium Color

Color	☐
B/W	☐
Mixed Color	☐

8

	Resource Description																														
	Focus of Teacher Materials										Focus of Student Material								Approach					Evaluation			Funding Source				Comments
	Awareness	Attitude			Skill Development					Other (specify):																					
Target Audience	Understanding career education concept	Need for career education with exceptional students	Role of teacher, student, community	Career education and IEP Planning	Recognizing appropriate career education materials (exceptionality and career education practice)	Planning career education activities for exceptional students	Adapting/developing career education materials	Infusion/threading techniques	Prototype activities (career education)		Understanding self and others	Survival skills	Occupational information	Use of leisure time	Role models	School/work relationships	Work values and habits	Other (specify):	Workshop/conference, etc.	Self study	Activity oriented	Competency based	Other (specify):	Conducted and discussed	Information not available	Not conducted	Federal	State	Local	Private	
Special Educators																															
Regular Educators																															
Exceptional Students (M, Mo, S)																															
Regular Students																															
Parent																															
Other																															

Audience Instructional Level

Preschool_____ K-3_____ 4-6_____ 7-9_____ 10-12_____ 13 + _____

Inservice_____ Preservice_____ Other_____

Stereotyping

Content: yes_____ no_____ Comments:

Graphics: yes_____ no_____

SI	speech impaired
VH	visually handicapped
HH	hard of hearing
MH	multiply handicapped
G/T	gifted/talented

In order to identify existing training materials, two computer-assisted searches were conducted. The searches were conducted through the Mechanized Information Center at The Ohio State University and the ERIC Clearinghouse on Handicapped and Gifted Children. In these searches, the following data bases were employed:

Mechanized Information Center, The Ohio State University (ERIC):

Search terms: a) career/handicapped
- i. instructional materials
- ii. multimedia instruction
- iii. programmed materials
- iv. research
- v. visual aids

b) career/inservice
- i. instructional materials
- ii. multimedia instruction
- iii. programmed materials
- iv. research
- v. visual aids

c) career/preservice
- i. instructional materials
- ii. multimedia instruction
- iii. programmed materials
- iv. research
- v. visual aids

ERIC Clearinghouse on Handicapped and Gifted Children:

Data Bases:

1) Exceptional Child Education Resources (ECER)

   Descriptors:

   a) career education/vocational education
      i. inservice teacher education
      ii. inservice education
      iii. performance-based teacher education
      iv. professional education
      v. non-professional education
      vi. administrator education
      vii. paraprofessional education

2) Dissertation Abstracts:

   Descriptors: Terms for handicapping conditions (e.g. special education, autism, handicapped, learning disabilities, exceptional) crossed with career education.

Simultaneous to implementing the mechanized search strategy, several other methods for program and materials identification were employed. These methods included review of materials located in the Office of Career Education Resource Room (DHEW); requests for information from nationally recognized leaders in the area of career education for exceptional individuals; communications with teacher educators; requests from Office of Career Education project directors; and requests for information from several Bureaus within the Office of Education.

Requests for information and "leads" were mailed to all State Coordinators of Career Education, Directors of Regional Resource Centers, and Directors of

Direction Service Centers. Appendix C contains a sample letter sent to these professionals. These contacts responded with names and addresses of persons involved in career education for exceptional individuals. Specific requests for information and copies of resources (both print and non-print media) were then sent to persons so recommended. Appendix D contains a sample of a letter to one of the individuals to whom project staff were referred by those receiving the letter in Appendix C. Using this technique, numerous projects and products were "discovered" which had employed limited dissemination strategies and were not as yet listed in the ERIC system.

Appendix E indicates those individuals from whom responses were obtained. 48% of the State Career Education Coordinators, 19% of the Regional Resource Directors, and 41% of the Direction Service Center Directors responded by identifying resource persons. A total of 89 resource persons were recommended. Of those, 53% responded to the individual letters sent to them by project staff. The vast majority of respondents sent documents or other materials for project staff review. Documents or other materials which focused upon personnel preparation were annotated using the materials review form described previously. Other documents were examined for relevance to the development of this project's inservice package. These materials were then classified according to a staff-developed cataloguing system for resource materials (Appendix F).

As a result of this multi-faceted approach to literature review, several hundred documents were obtained, reviewed, and when appropriate abstracted. From the review of these documents, several categories of emphasis were revealed.

Included in these categories were:

- philosophy papers: expressing the need, rationale, definition, and/or models for career education for exceptional individuals;

- program or project descriptions: identifying survey results or program and project activities and outcomes;

- curriculum guides: defining goals, objectives, and/or activities for use by teachers of gifted and talented students; students with specific handicaps; or students defined generally under the term handicapped.

- inservice/preservice materials: describing inservice/preservice processes, products, activities, and/or outcomes.

Upon completion of the identification and review tasks, the materials review forms were compiled (Task 1901.3) and a state-of-the-art paper prepared (Task 1901.4). The state-of-the-art paper has been accepted for publication in the spring issue (1979) of the Career Development of Exceptional Individuals journal. A copy of the state-of-the-art paper is located in Appendix G.

All tasks related to the accomplishment of Objective 1901 have been completed within the established time line.

Objective 1902. To develop a self-instructional training module, including audio cassette, filmstrip, and handbook designed to prepare regular and special educators to conduct career education programs for exceptional students.

Objective 1902 was divided into ten major tasks (refer to the technical plan located in Appendix B). Each task will be discussed separately.

The first task to be completed for accomplishing Objective 1902 was to identify and select a Working Advisory Committee (WAC) for the project. The following individuals have been selected, approved by the CEC Executive Committee, and agreed to serve on the Working Advisory Committee.

- Paul Perencevic (special education teacher representative). Mr. Perencevic is a secondary special education resource room teacher in California. He has had six years teaching experience, one at the junior high level and five at the senior high level. He has had five years of experience in mainstreaming and four years of experience with career education. Mr. Perencevic, in addition to his teaching experience, is presently serving as president of California's Career and Vocational Educators Association.

- Betty Work (regular education teacher representative). Ms. Work is a fifth grade teacher from Oklahoma with extensive experience in mainstreaming and Indian education. In addition to career education classroom experience, Ms. Work has served as a delegate to the Indian Library Association, member of a Title IV parent/teacher advisory board, advisor on Indian dropout problems, advisor on adult education in penitentiary settings, and as the Oklahoma representative for a project involving cultural comparisons between Mississippi and Oklahoma Choctaws.

- Betty Ross-Thompson (state department of education representative). Dr. Ross-Thompson is currently serving as supervisor of physically handicapped/multihandicapped programs in the Wisconsin Department of Public Instruction. She is currently serving as president of CEC's Division of Career Development (DCD).

. Donn Brolin (teacher education representative). Dr. Brolin, recent past president of DCD, is a member of the faculty at the University of Missouri-Columbia. He has extensive teacher education experience in both inservice and preservice education. As director of Project PRICE and other projects, he has been a major contributor to the career education movement for exceptional individuals. In addition, Dr. Brolin has written numerous journal articles and books.

. N. Elizabeth Fried (business-industry-labor representative). Dr. Fried is an administrative services analyst at the Nationwide Insurance Corporation headquartered in Columbus, Ohio. Dr. Fried has had both general and vocational education classroom teaching experience. Additionally, she has published numerous articles which deal with business administration, systems methodologies, data processing, classroom methods and materials, and employment of the handicapped. She has served as chairperson of a local vocational education advisory committee and has had a vast array of business and industry work experiences.

In addition to the above official members, two ex-officio members have agreed to serve on the Working Advisory Committee. These two individuals are Parthenia Smith, President of the Council for Exceptional Children, and William C. Geer, Executive Director of The Council for Exceptional Children.

The decision was made to communicate with individual WAC members via telephone and mail review in lieu of a formal meeting scheduled during the first few months of the project. The formal meeting of WAC members has been postponed until February. This will facilitate maximum input from WAC members in regard to the major project product. The formal convening of the WAC will occur February 4 and 5 in St. Louis, Missouri. St. Louis was selected due to its central United States location, allowing funds available for WAC travel to be utilized most effectively.

Once the Working Advisory Committee was selected, module content was identified (Task 1902.3) and verified (Task 1902.4) based upon the review of the literature accomplished for Objective 1901. An outline of that content is contained in Appendix H.

Task 1902.5, draft module, is currently being undertaken by project staff. To date, the filmstrip script has been developed and production has begun (see Appendix I for filmstrip script and proposed visualization). The slides for the filmstrip and a scratch tape will be completed prior to the February meeting of the Working Advisory Committee for review and evaluation. All sections of the Handbook are also expected to be completed prior to that meeting. At the present time Sections 1, 2, and 3 of the module have been drafted. The following tasks subsumed under Objective 1902 cannot be completed until the module is drafted:

1902.6 - internal review

1902.7 - WAC review

1902.8 - revise module

1902.9 - prepare module for field test

1902.10 - develop, review, revise evaluation instruments

Objective 1903. To field test training module and evaluate effectiveness.

Progress toward completion of six of the thirteen tasks subsumed under Objective 1903 has been made. In relation to Task 1903.1 (establish field test sites) and Task 1903.2 (confirm sites and make arrangements), approval for conducting a field test of project products during a special one and one-half day session in Dallas, Texas prior to the CEC national convention, April 23-27, 1979 has been received. Arrangements for that session are being made through the CEC Conventions and Training Unit. The two additional field tests will be conducted in the Washington, D. C. metropolitan area and in the Midwest.

Promotional material and preregistration information for the Dallas field test (Tasks 1903.3, 1903.4, 1903.5, 1903.6) have been developed and approved and will be published along with other convention program information in the January and February issues of Exceptional Children, the CEC journal (see Appendix J). Similar promotional materials will be developed for the two additional field tests.

In addition to field test promotional materials, articles related to the project have been published in the September issue of Exceptional Children, the summer issue of UPDATE, the CEC newsletter, and in a special issue of the ERIC Clearinghouse on Handicapped and Gifted Children newsletter (see Appendix J).

Objective 1904. To initiate dissemination of the training module.

Initial planning for the accomplishment of Objective 1904 has begun with assistance from the Publications and Sales and the Public Relations Units at CEC. Product packaging and promotion alternatives are currently being considered.

Identification of potential audiences and routes to them are also currently being identified.

10. Evaluation:

The evaluation plan as currently conceptualized is a pretest/posttest design using a relatively lengthy pretest. Individual posttests will accompany each section of the module. An opinionaire will be administered at the conclusion of the field test. Following completion of each section of the module, participants will engage in a structured interview in order to ascertain their feelings about the design, format, language, graphics, and tone of the section for use in sectional revisions.

11. Anticipated Changes and/or Problems:

No changes or problems are anticipated at the present time.

12. Dissemination:

Past and future dissemination and promotional activities were discussed under Objectives 1903 and 1904 in Section 9, Major Activities, of this report. Refer to Appendix J for copies of promotional materials developed and disseminated to date. Audiences to whom information has been distributed include special, regular, and vocational educators and teacher educators (including the over 63,000 members of CEC).

13. Special Activities:

Although not supported by project funds, the following activities will or have been undertaken by project staff.

. Presentation at the American Vocational Association Convention, Dallas, Texas, December 3, 1978, by Carole M. Johnson, concerning customization of instructional materials and curricula in vocational education for handicapped learners. Special attention was paid to occupational stereotyping of handicapped individuals and the representation of handicapped persons in vocational materials.

. Presentation at the CEC Topical Conference on Career Education for Exceptional Individuals, St. Louis, Missouri, February 8, 1979, by Carole M. Johnson, entitled "How To Begin Today: Adapting Career Education Materials for Your Students Efficiently and Economically." This three-hour session will emphasize reduction of stereotyping of exceptional individuals in career education instructional materials and methods for customization. Publishers and product developers as well as classroom teachers have been invited to attend this session (see Appendix K).

. Crackerbarrel session at the CEC Topical Conference on Career Education for Exceptional Individuals, St. Louis, Missouri, February 7, 1979, by Carole M. Johnson. Topics of concern to participants will be discussed.

. A special presentation, entitled "Everybody Counts," consisting of several simulation/role playing activities focusing upon such handicaps as poor manual coordination, mental retardation, hearing impairment, and learning disability. The approach is based on the theory that one of the best ways to increase understanding of a particular problem is to allow participants to experience the circumstances surrounding the problem. Each activity concludes with a group discussion of participants' feelings toward the particular handicap and their behavior during the activity. This presentation has been or will be given on the following occasions:

1) Office of Career Education Project Directors' meeting, Washington, D. C., October 23-25, 1978, by Michael Ward, Program Specialist, and Carole M. Johnson, Project Director.

2) CEC staff workshop, December 19, 1978, by Michael Ward, Carole M. Johnson, and Angele Thomas.

3) National Convention of The Council for Exceptional Children, Dallas, Texas, April 22, 1979, by Michael Ward. In addition to the activities outlined above, conclusions will be drawn between participants' new awareness and their role as special educators.

APPENDIX A

Carole M. Johnson
Project Director

The Development of a Training Module
to Assist Special and Regular Educators
in the Design and Implementation of Career
Education Programs for Exceptional Students

Job Description

Responsibilities:

. Direct and conduct the entire project;

. Jointly with the unit director establish all project policy and operating procedures;

. Conduct short and and long range planning for all project activities;

. Determine design, implementation and evaluation procedures;

. Organize, direct, and manage project personnel and consultants;

. Track and process all project expenditures;

. Prepare all require written and oral reports;

. Perform other responsibilities as required to assist (1) the Conventions and Training Unit, and (2) CEC in general.

Winter, 1978

VITA

CAROLE M. JOHNSON
7304 Dartford Drive #1
McLean, Virginia 22101
(703) 356-9463
or
(703) 620-3660, ext. 269

SUMMARY:

Area of professional specialty:	vocational education; career education; special education
Background and experience in:	elementary and secondary teaching (regular and special education); workshop conduction; project direction; proposal development; and writing.
Highest degree:	Master of Education; Ph. D. candidate (dissertation in process)

PROFESSIONAL EXPERIENCES:

7/24/78 to present	Project director, The Council for Exceptional Children, Reston, Virginia. (Project title: "Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students")
9/7/78 to present	Adjunct faculty, Vocational Special Education graduate program, George Washington University, Washington, D. C.
4/1/78 to 7/24/78	Graduate research associate, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. (Project title: "Development of a Guidebook for State and Local Planning for Implementation of Vocational Education Programs for the Handicapped")
11/1/78 to 4/1/78	Graduate research associate, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. (Project title: "Continuation of the Exploratory Clusters Program in the Boston Public Schools")
9/1/76 to 11/1/77	Graduate research associate, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. (Project title: "Relating the Capabilities of the Handicapped to the Human Attribute Requirement of Jobs")

9/1/75 to 9/1/76	EPDA Fellow, The Ohio State University, Columbus, Ohio.
8/74 to 7/75	Project director, The Mississippi State Department of Education and The University of Southern Mississippi, Jackson, Mississippi.
9/72 to 6/74	Teacher, educable mentally handicapped (secondary), Harrison County Schools, Biloxi, Mississippi.
9/71 to 6/72	Teacher, elementary (regular and learning disability resource room), St. Theresa Elementary School, Biloxi, Mississippi.
2/71 to 6/71	Teacher, elementary, Harrison County Schools, Gulfport, Mississippi.
9/69 to 3/70	Librarian, Southeast Mississippi Special Education Materials Center, Gulfport, Mississippi.

Additional experiences:

Summer school teacher of emotionally disturbed institutionalized children and adolescents; floor supervisor and functional skills instructor in a sheltered workshop; waitress; testing assistant.

EDUCATION:

B.S. in Psychology, University of Southern Mississippi, June, 1970
Major: Psychology/English
Minor: Special Education

M. Ed., University of Southern Mississippi, August, 1975
Major: Counseling and Guidance
Minor: Special Education

Ph.D. in progress, The Ohio State University; expected date of completion, 1978.
Major: Vocational-Technical Education
Area of Special Emphasis: Special Education

CERTIFICATION AND AFFILIATIONS:

Certification: Mental Retardation and Learning Disabilities (Mississippi). Qualified for Secondary Counseling and Vocational Counseling (Mississippi).

Affiliations: American Vocational Association; National Association of Vocational Education Special Needs Personnel; American Vocational Education Research Association; Ohio Vocational Association; Council for Exceptional Children; Columbus Metropolitan Area Committee on Employment of the Handicapped; American Society for Training and Development; Phi Delta Kappa; Kappa Delta Pi.

Affiliation activities:

Assistant to the editor, National Association of Vocational Education Special Needs Personnel Position Paper.

Hostess, Special Interest Group, American Vocational Association Convention, December, 1976.

Vice-chairperson, Access Subcommittee, Columbus Metropolitan Area Committee on Employment of the Handicapped, 1977-1978.

Hostess, Special Interest Group, American Vocational Association Convention, December, 1977.

Ad hoc committee member, review of The Council for Exceptional Children's "Vocational Education Administrative Policies Manual for Handicapped Students," second draft, 1978.

Member, Membership Committee, NAVESNP, 1977-1978; 1978-1979.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS

Fall, 1979	With Michael Ward, Office of Career Education Project Directors' meeting. Topic: "Everybody Counts"
Winter, 1979	With Joan Simon Jones, American Vocational Association convention, NAVESNP/AVEPDA joint meeting. Topic: "How to Begin Today: Adapting Vocational Education Materials for Your Students Efficiently and Economically"
Winter, 1978	Staff development in Career Exploration for special education teachers, Boston, Massachusetts. Topics: "Implementing the Wilawala Lake Community Simulation in Resource Rooms"; "Implementing the 'Convention!' Simulation in Resource Rooms"
	National Training Workshop to Improve Post-secondary Vocational-Technical Personnel Development Programs, The National Center for Research in Vocational Education, Columbus, Ohio. Topic:

	"The Needs of Learners with Handicapping Conditions in Post-secondary Occupational Education"
	Conference on Mainstreaming the Handicapped in Vocational Education Programs, Virginia State University, Blacksburg, Virginia. Topic: "Interpretation of P. L. 94-142: Implications for Personnel Development and Curriculum Change"
Summer, 1977	Central Ohio Summer Vocational Guidance Seminar, Ohio State Department of Education, Columbus, Ohio. Topic: "Vocational Education for the Handicapped: Legislative Implications"
Fall, 1976	Freshman Early Experience Program, The Ohio State University, Columbus, Ohio (videotape). Topic: "Special Needs Students in Vocational Education Programs"
Summer, 1976	Nevada Vocational Association Conference, "Building Competencies Through Vocational Education," Las Vegas, Nevada. Topic: "Developing Competency-Based Curricula in Secondary Health Occupations Programs"
	Institute Assistant Director, University of Nevada, Las Vegas, and the Las Vegas Apprenticeship Training Council, Las Vegas, Nevada. Topics: "Instructional Organization and Instructional Objectives"; "Instructional Media and Alternative Instructional Strategies"
Spring, 1976	EPDA Southern Regional Leadership Conference, Atlanta, Georgia. Topic: "Correlating the Provision of Vocational Education with the Future Needs of the Labor Market"
	The Ohio State University, Delta Pi Epsilon, Columbus, Ohio. Topic: "Business Education for the Mildly Mentally Handicapped"
Spring, 1975	Mississippi State Department of Education, Career Education workshop, Tupelo, Mississippi. Topic: "Implementing Career Education"
Winter, 1974	University of Southern Mississippi, Career Week (seminar and fair), Hattiesburg, Mississippi. Topic: "Career Education and the Handicapped"
Fall, 1974	University of Mississippi, Delta Pi Epsilon, Epsilon Chapter, Oxford, Mississippi. Topic: "The Role of Business Education in Career Education"
Summer, 1974	U. S. Office of Education, Office of Career Education, Career Education Mini-Conference Participant, Washington, D. C.

CONSULTANT SERVICES:

Fall-Spring, 1977-78	Special Needs Consultant, Boston City Schools Project, Alliance for Career and Vocational Education, The National Center for Research in Vocational Education, Columbus, Ohio. Purpose: To inform the direction of program materials regarding the educational needs of special populations.
Summer, 1977	Ohio State Department of Education, Division of Vocational Education, Special Needs Service, Columbus, Ohio. Purpose: Evaluation of EPDA regional workshops.
Winter, 1976	University of Nevada, Las Vegas. Theme: Career Education: The Commissioner's Conference on Career Education.
Summer, 1975	Vocational-Technical Education Consortium of States (VTECS), Southern Association of Colleges and Schools, Atlanta, Georgia. Role: Member, Mississippi Special Review Committee. Topic: "Applicability of Performance Objectives and Criterion Referenced Measures in Landscape Gardening and Horticulture for the Educable Mentally Retarded"
Spring, 1975	LeFlore County Schools, Greenwood, Mississippi. Greenwood City Schools, Greenwood, Mississippi. Winona City Schools, Winona, Mississippi. Purpose: Federal Career Education Proposal Development.
Winter, 1974	Columbus Separate Schools, Columbus, Mississippi. Theme: Career Education and the Exceptional Child.
Fall, 1974	Mississippi Educational Television, Jackson, Mississippi. Theme: Inservice Education for the Bread and Butterflies series.
	University of Southern Mississippi, Department of Special Education, Hattiesburg, Mississippi. Theme: Improving Preservice Education for Secondary Special Education Teachers.

AWARDS:

1975-1976	Education Professions Development Act Fellowship (EPDA) Nominating state: Mississippi
	Kappa Delta Pi, Educational Honor Society

PUBLICATIONS AND PAPERS:

Johnson, C. M. "The Development and Subsequent Testing of a Model for Use by Local Educational Agencies in Planning for Meeting the Occupational Needs of Students." Unpublished research report. Jackson: Mississippi State Department of Education, Division of Vocational Education, 1974.

McMinn, J. H., Wong, B. J., Morris, J. K., & Johnson, C. M. Career Education: Practitioners' Ideas for Implementation. Starkville: Mississippi State University, 1974.

Fried, N. E., Johnson, C. M., & Ferran, G. "Good-bye Smith-Hughes." Ohio Reporter, 25 (3), 1977.

Johnson, C. M. "Attitude Assessment Instrument." Columbus: Ohio State Department of Education, Special Needs Service, 1977.

Fried, N. E., & Johnson, C. M. "Business Education: Our Role in Educating the Handicapped." Journal of Business Education, 1977, 10 (1).

Johnson, C. M. "Evaluation of EPDA Regional Special Needs Workshops," in Final Report Proceedings: Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons. Columbus: Ohio State Department of Education, Division of Vocational Education, Special Needs Service, 1977.

Johnson, C. M. "The Needs of Learners with Handicapping Conditions in Postsecondary Occupational Education," in National Training Workshop to Improve Postsecondary Vocational-Education Personnel Development Programs: Final Report. Columbus: The Ohio State University, The National Center for Research in Vocational Education, 1978.

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Jones, J., & Johnson, C. M. Wilawala Lake Community (Career Exploration Simulation), Resource Edition. Columbus: The Ohio State University, The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Lankard, T., & Johnson, C. M. *Convention!* (Career Exploration Simulation), Resource Edition. Columbus, Oh.: The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Ruff, J., & Johnson, C. M. *Convention!* (Career Exploration Simulation), Second Revised Edition. Columbus, Oh.: The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Pritz, S., & Johnson, C. M. *Career Planning System*, Modified Edition. Columbus, Oh.: The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Jones, J., & Johnson, C. M. *Service Calls* (Career Exploration Game Simulation), Second Revised Edition. Columbus, Oh.: The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Jones, J., & Johnson, C. M. *Service Calls* (Career Exploration Game Simulation), Revised Edition. Columbus, Oh.: The National Center for Research in Vocational Education, The Alliance for Career and Vocational Education, 1978.

Demos, E., & Johnson, C. M. *Guidebook for State and Local Planning for Implementation of Vocational Education Programs for the Handicapped*. Columbus, Oh.: The National Center for Research in Vocational Education, 1978.

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Johnson, C. M. "Career Education for Exceptional Individuals: An Overview." *Career Development of Exceptional Individuals*, in press.

Michael Ward
Program Specialist

The Development of a Training Module
to Assist Special and Regular Educators
in the Design and Implementation of Career
Education Programs for Exceptional Students

Job Description

Responsibilities:

- Carry out survey of existing training materials;
- Assist in the development of training materials;
- Assist in the development of promotional materials;
- Assist in the project evaluation;
- Assist in the production of written reports;
- Perform other responsibilities as required to assist (1) the project; (2) the Conventions and Training Unit; and (3) CEC in general.

Resumé

Michael J. Ward
Birthdate: 1/13/51
S/S #125-40-3617

9563 Blake Lane
Fairfax, Va. 22031
Home Phone: (703) 591-1736
Office: (703) 620-3660

Education:

9/69 - 5/73	Marist College, Poughkeepsie, N. Y. B.A. in Psychology.
9/73 - 5/75	State University of New York at Albany. M.S. in Rehabilitation Counseling.

Professional Background:

1/73 - 5/73	Psychologist trainee, Spinal Cord Injury Service, V. A. Hospital, Castle Point, New York.
1/74 - 5/74	Group leader/Counselor, Ninth grade, Miline School, Albany, New York.
6/74 - 8/74	Rehabilitation counselor trainee, Maple Ridge Center, Association for the Retarded Children, Schenectady, N. Y.
9/74 - 12/74	Rehabilitation counselor intern, Cerebral Palsy Treatment and Educational Facility, Albany, N. Y.
2/75 - 5/75	Rehabilitation counselor intern, Association for the Blind, Albany, N. Y.

Professional Experience:

2/73 - 8/73	Director, Disabled People's Project, Model City Agency, Poughkeepsie, New York. Conducted survey of the needs of the disabled. Directed a public relations effort. Organized a consumer advocacy group to participate in community planning.
2/76 - 3/76	Field reader/Panelist, Bureau of Education for the Handicapped, HEW, Washington, D. C. Reviewed and evaluated proposals submitted by post institutions of higher education to establish Regional Educational Program. Met in Washington to make final selection of those proposals worthy of funding.

2/76 - 9/76

Rehabilitation Counselor Professional, Brooklyn Developmental Center, Brooklyn, N. Y.

As a member of an interdisciplinary team, I coordinated various vocational services and monitored residents' progress. Facilitated work adjustment group and provided crisis-intervention counseling.

10/76 - 6/78

Project Associate, Vocational Education Policy Project, The Council for Exceptional Children, Reston, Virginia.

Engaged in public policy research relating to appropriate vocational education services for the handicapped. Developed an administrative policy manual for local educational agencies. Edited an experiential training packet to increase awareness of people with various handicaps.

Activities:

Member, New York State Advocacy Advisory Council, United Cerebral Palsy Association, 1973 to 1976.

Northeast District Representative and Public Awareness Subcommittee Chairperson. National Committee of Concerned Youth for Cerebral Palsy, 1975-1977.

Resource Panelist, Post-secondary Education, White House Conference on Handicapped Individuals, Washington, D. C., May, 1977.

Speaker - Least Restrictive Educational Alternative, Annual Conference of United Cerebral Palsy Association, Washington, D. C., April, 1977.

Panelist: "Family Management," Seminars for Families of Handicapped Persons, Young Women's Christian Association, Fairfax County, Virginia, May, 1977.

At-large Representative, National Consumer Activities Committee, United Cerebral Palsy Association, 1977-present.

Consumer Activities Representative, National Advocacy Advisory Council, United Cerebral Palsy Association, 1977-present.

Awards:

New York State Regents Scholarship	1969-1973
Who's Who Among Students	1973
Graduated Cum Laude	1973
James Gordon Bennett Scholarship Award	1973-1975
New York State United Cerebral Palsy Association Adult Achievement Award	1975

Publications:

Davis, S., & Ward, M. Vocational education of handicapped students: A guide for policy development. Reston, Va.: The Council for Exceptional Children, 1978.

Ward, M., Arkell, R., Dahl, H., & Wise, J. Everybody counts! A workshop manual to increase awareness towards handicapped people. Reston, Va.: The Council for Exceptional Children, 1979, in press.

APPENDIX B

DEVELOPMENT OF A TRAINING MODULE TO ASSIST SPECIAL AND REGULAR EDUCATORS IN THE DESIGN AND IMPLEMENTATION OF CAREER EDUCATION PROGRAMS FOR EXCEPTIONAL STUDENTS

Technical Plan

- Project Profile
- Gantt Chart
- Work Breakdown Structure
  - overall
  - by staff member

PROJECT PROFILE

PROJECT: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

PROJECT DIRECTOR:

Carole M. Johnson
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Grant Award from Career Education Program for 7/1/78 - 6/30/79
$75,967
Project Number: 554AH80016

PARTICIPATING INSTITUTIONS: The Council for Exceptional Children

MAJOR PROCESS OBJECTIVES:

1. Identify existing training materials designed to train regular and special educators to provide appropriate career education for exceptional students.[1] This will be done in order to determine specific training needs of regular and special educators in addressing the career education needs of exceptional students.
2. Develop a self-instructional training module including an audio cassette, filmstrip, and handbook designed to prepare regular and special education teachers to conduct career education programs for exceptional students.
3. Field test the training module and evaluate its effectiveness through three two-day training workshops for regular and special educators.
4. Initiate dissemination of the training module through CEC's Publications Unit.

MAJOR LEARNER OUTCOME OBJECTIVES:

This project focuses upon the development of a training module. The focus of the content of the module is to enable regular and special educators to:

1. Develop and/or increase knowledge about career education and its application to exceptional students.
2. Increase their awareness of the value of appropriate career education for exceptional students.
3. Develop and/or increase skills to conduct appropriate career education for exceptional students.

---

[1] The term "exceptional students" includes gifted and talented students as well as students identified in P.L. 94-142 (The Education for All Handicapped Children Act).

PROJECT ACTIVITIES:

A literature review will be conducted to identify existing career education teacher training materials for use by educators of exceptional children. This review will be used as a major source to identify current personnel preparation needs in the area of career education for exceptional children. The review will be compiled into a resource document.

The primary project activity is to develop a training module for use by teacher educators, staff development specialists, and others responsible for providing preservice and inservice education to regular and special education personnel in career education for exceptional students. The module will include a handbook, filmstrip, and audio cassette. These materials will include learner objectives, instructional guidelines, sample activities, additional materials available, and various instructional formats for presenting a one and one-half day workshop for educators. Throughout the project, a Working Advisory Committee will contribute to the module development through careful review and evaluation of the materials and training procedures.

The third project activity will focus upon field testing and evaluation of the module. This will be accomplished through three field evaluations conducted among diverse groups of educators. A special session at the CEC National Convention in Dallas in the spring of 1979 will be conducted as one of the field test sites. Two additional evaluation sites will be established cooperatively with two other associations serving regular educators.

The fourth activity of the project concerns the dissemination of the module after field testing and evaluation have occurred. Dissemination will be provided through the extensive network of publications, training sessions, conferences, and information dissemination programs operated by CEC. This network provides an opportunity to inform educators about the project, and its activities and products. In addition, specific promotional designs will be developed and implemented to disseminate project information and products to regular educators.

EVALUATION:

Procedure 1: The Working Advisory Committee will review the procedures used in identification process with a specifically designed instrument. The Advisory Committee will review the bibliography and descriptions of training materials.

Procedure 2: A written report will be prepared which will include identification of training needs resulting from the literature review and the Working Advisory Committee meeting. It will include the rationale for selection of topics for the training module. The training module will be reviewed by the Advisory Committee prior to field testing.

Procedure 3: Pre and post tests to measure objective knowledge will be administered during each field test. An attitude survey will also be administered as a post test. Teachers attending field test workshops will report to project staff on activities for exceptional students they have conducted as a result of skills learned. During the workshops, participant reactions to audiovisual materials will be reviewed and evaluation forms will be completed by participants at the close of the workshop.

Procedure 4: The Working Advisory Committee will review the evaluation data, log of activities and final draft of the module. The committee will also review the dissemination plan.

COMMUNICATION:

The training modules will be disseminated through CEC's network of publications, training, conference and information programs as described under Project Activities.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: Special and regular educators serving exceptional children.

WORK-BREAKDOWN STRUCTURE

(PD) Project Director; (PS) Program Specialist (Prim.) Primary; (Sec.) Secondary
Carole M. Johnson Michael Ward

Objective	Task		Responsibility	Completion Date
1901 - Survey existing materials	1901. 1	Identify existing materials	(PS) Prim.; (PD) Sec.	10/8
	1901. 2	Review and describe identified materials	Joint	10/27
	1901. 3	Prepare resource document	(PD) Prim.; (PS) Sec.	11/1
	1901. 4	Prepare state-of-the-art paper	(PD) Prim.; (PS) Sec.	11/15
1902 - Identify gaps and develop module	1902. 1	Identify WAC	(PD) Prim.; (PS) Sec.	9/31
	1902. 2	Plan and conduct WAC meeting	(PD) Prim.; (PS) Sec.	2/9
	1902. 3	Identify module content	Joint	11/1
	1902. 4	Verify content	Joint	11/8
	1902. 5	Prepare draft module	Joint	2/1
	1902. 6	Conduct internal review of draft module	(PD) Prim.; (PS) Sec.	1/24
	1902. 7	Conduct WAC review of draft module	(PD) Prim.; (PS) Sec.	2/9
	1902. 8	Revise draft	Joint	3/15
	1902. 9	Prepare module for field test	(PS) Prim.; (PD) Sec.	3/29
	1902. 10	Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903. 1	Establish field test sites	(PD) Prim.; (PS) Sec.	11/30; 9/1; 11/30
	1903. 2	Confirm sites and make arrangements	(PS) Prim.; (PD) Sec.	1/11
	1903. 3	Develop promotional materials	(PS) Prim.; (PD) Sec.	1/15
	1903. 4	Conduct internal review of promotional materials	(PS) Prim.; (PD) Sec.	1/22
	1903. 5	Revise promotional materials	Joint	1/26
	1903. 6	Disseminate promotional materials	(PS) Prim.; (PD) Sec.	5/8
	1903. 7	Finalize field test arrangements	(PS) Prim.; (PD) Sec.	1/1; 2/1; 2/30
	1903. 8	Conduct field test registration	(PS) Prim.; (PD) Sec.	3/22; 4/1; 4/12
	1903. 9	Conduct field test	Joint	4/5; 4/23; 5/11

Work-Breakdown Structure, cont'd

Objective	Task	Responsibility	Completion Date
	1903.10 Compile, analyze, and describe field test results	(PD) Prim.; (PS) Sec.	5/18
	1903.11 Revise module based upon field test results	Joint	5/30
	1903.12 Conduct internal and WAC review of revised draft	(PD) Prim.; (PS) Sec.	6/13
	1903.13 Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1 Develop dissemination plan	(PD) Prim.; (PS) Sec.	12/14
	1904.2 Identify audiences and routes to them	(PS) Prim.; (PD) Sec.	12/14
	1904.3 Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4 Produce module and incorporate in CEC publications	(PD) Prim.; (PS) Sec.	6/30
1905 - Develop project reports	1905.1 Draft six-month report	(PD) Prim.; (PS) Sec.	12/11
	1905.2 Submit draft for internal review	(PD) Prim.; (PS) Sec.	12/14
	1905.3 Revise draft	(PD) Prim.; (PS) Sec.	12/20
	1905.4 Submit report to OCE	(PD) Prim.; (PS) Sec.	12/30
	1905.5 Draft final report	(PD) Prim.; (PS) Sec.	8/1
	1905.6 Submit draft for internal review	(PD) Prim.; (PS) Sec.	8/30
	1905.7 Revise draft	(PD) Prim.; (PS) Sec.	9/1
	1905.8 Submit final report to OCE	(PD) Prim.; (PS) Sec.	9/30

WORK-BREAKDOWN STRUCTURE

Carole M. Johnson

Objective	Task	Responsibility	Completion Date
1901 - Survey existing materials	1901. 1 Identify existing materials	Secondary	10/8
	1901. 2 Review and describe identified materials	Joint	10/27
	1901. 3 Prepare resource document	Primary	11/1
	1901. 4 Prepare state-of-the-art paper	Primary	11/15
1902 - Identify gaps and develop module	1902. 1 Identify WAC	Primary	9/31
	1902. 2 Plan and conduct WAC meeting	Primary	2/9
	1902. 3 Identify module content	Joint	11/1
	1902. 4 Verify content	Joint	11/8
	1902. 5 Prepare draft module	Joint	2/1
	1902. 6 Conduct internal review of draft module	Primary	1/24
	1902. 7 Conduct WAC review of draft module	Primary	2/9
	1902. 8 Revise draft	Joint	3/15
	1902. 9 Prepare module for field test	Secondary	3/29
	1902. 10 Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903. 1 Establish field test sites	Primary	11/30; 9/1; 11/30
	1903. 2 Confirm sites and make arrangements	Secondary	1/11
	1903. 3 Develop promotional materials	Secondary	1/15
	1903. 4 Conduct internal review of promotional materials	Secondary	1/22
	1903. 5 Revise promotional materials	Joint	1/26
	1903. 6 Disseminate promotional materials	Secondary	5/8
	1903. 7 Finalize field test arrangements	Secondary	1/1; 2/1; 2/30
	1903. 8 Conduct field test registration	Secondary	3/22; 4/1; 4/12
	1903. 9 Conduct field test	Joint	4/5; 4/23; 5/11

Work-Breakdown Structure, cont'd

Objective	Task	Responsibility	Completion Date
	1903.10 Compile, analyze, and describe field test results	Primary	5/18
	1903.11 Revise module based upon field test results	Joint	5/30
	1903.12 Conduct internal and WAC review of revised draft	Primary	6/13
	1903.13 Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1 Develop dissemination plan	Primary	12/14
	1904.2 Identify audiences and routes to them	Secondary	12/14
	1904.3 Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4 Produce module and incorporate in CEC publications	Primary	6/30
1905 - Develop project reports	1905.1 Draft six-month report	Primary	12/11
	1905.2 Submit draft for internal review	Primary	12/14
	1905.3 Revise draft	Primary	12/20
	1905.4 Submit report to OCE	Primary	12/30
	1905.5 Draft final report	Primary	8/1
	1905.6 Submit draft for internal review	Primary	8/30
	1905.7 Revise draft	Primary	9/1
	1905.8 Submit final report to OCE	Primary	9/30

WORK-BREAKDOWN STRUCTURE

Michael Ward

Objective	Task	Responsibility	Completion Date
1901 - Survey existing materials	1901.1 Identify existing materials	Primary	10/8
	1901.2 Review and describe identified materials	Joint	10/27
	1901.3 Prepare resource document	Primary	11/1
	1901.4 Prepare state-of-the-art paper	Secondary	11/15
1902 - Identify gaps and develop module	1902.1 Identify WAC	Secondary	9/31
	1902.2 Plan and conduct WAC meeting	Secondary	2/9
	1902.3 Identify module content	Joint	11/1
	1902.4 Verify content	Joint	11/8
	1902.5 Prepare draft module	Joint	2/1
	1902.6 Conduct internal review of draft module	Secondary	1/24
	1902.7 Conduct WAC review of draft module	Secondary	2/9
	1902.8 Revise draft	Joint	3/15
	1902.9 Prepare module for field test	Primary	3/29
	1902.10 Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903.1 Establish field test sites	Secondary	11/30; 9/1; 11/30
	1903.2 Confirm sites and make arrangements	Primary	1/11
	1903.3 Develop promotional materials	Primary	1/15
	1903.4 Conduct internal review of promotional materials	Primary	1/22
	1903.5 Revise promotional materials	Joint	1/26
	1903.6 Disseminate promotional materials	Primary	5/8
	1903.7 Finalize field test arrangements	Primary	1/1; 2/1; 2/30
	1903.8 Conduct field test registration	Primary	3/22; 4/1; 4/12
	1903.9 Conduct field test	Joint	4/5; 4/23; 5/11

Work - Breakdown Structure, cont'd

Objective	Task		Responsibility	Completion Date
	1903.10	Compile, analyze, and describe field test results	Secondary	5/18
	1903.11	Revise module based upon field test results	Joint	5/30
	1903.12	Conduct internal and WAC review of revised draft	Secondary	6/13
	1903.13	Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1	Develop dissemination plan	Secondary	12/14
	1904.2	Identify audiences and routes to them	Primary	12/14
	1904.3	Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4	Produce module and incorporate in CEC publications	Secondary	6/30
1905 - Develop project reports	1905.1	Draft six-month report	Secondary	12/11
	1905.2	Submit draft for internal review	Secondary	12/14
	1905.3	Revise draft	Secondary	12/20
	1905.4	Submit report to OCE	Secondary	12/30
	1905.5	Draft final report	Secondary	8/1
	1905.6	Submit draft for internal review	Secondary	8/30
	1905.7	Revise draft	Secondary	9/1
	1905.8	Submit final report to OCE	Secondary	9/30

APPENDIX C

THE [illegible] CHILDREN

Dear

On July 1,1978 The Council for Exceptional Children was awarded a one-year grant by the U.S. Office of Education, Office of Career Education to conduct the project: Development of a Training Module to Assist Regular and Special Educators in the Design and Implementation of Career Education Programs for Exceptional Students. [1]

One activity of the project is to identify existing training materials designed to train regular and special educators in providing appropriate career education for exceptional students. This activity is being undertaken in order to determine what exists for educators in addressing the career education requirements of their exceptional students. As we begin to identify potential sources of information on such training programs, we are contacting the State Coordinators for Career Education for leads to programs fitting this description.

We know how very busy your schedule is. If, however, you could take a few minutes to list the names, addresses and telephone numbers of projects which have developed such materials, have previously developed such training materials, or the names, addresses and telephone numbers of other knowledgeable people who might be familiar with such materials, we would be very appreciative. It will greatly to assist us in the ultimate development of self-instructional training modules for regular and special educators in career education. A resource Form and a self-addressed, stamped envelope have been enclosed for your convenience.

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[1] The terms "exceptional students" include the gifted and talented as well as students identified in P.L. 94-142 (The Education for All Handicapped Children Act).

1920 ASSOCIATION DRIVE • RESTON, VIRGINIA 22091 (703) 620-3660

A profile of the project is enclosed for your information. Thank you, in advance, for your assistance. We look forward to hearing from you and are appreciative of your attention and cooperation,

Sincerely yours,

Carole M. Johnson
Project Director

Enclosures:
. Resource Form
. Return Envelope
. Project Profile

APPENDIX D

THE COUNCIL FOR EXCEPTIONAL CHILDREN

CEC

September 11, 1978

Dr. Ron Daugherty, Director
Northern Institute for Research, Training
and Development
P. O. Box 4-118
Anchorage, AK 99509

Dear Dr. Daugherty:

On July 1, 1978 The Council for Exceptional Children was awarded a one-year grant by the U. S. Office of Education, Office of Career Education, to conduct the project: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Attached is a profile of this project.

You were referred to us by Mr. Gary R. Fuller, Director of Career Education in the Alaska Department of Education, as a possible source of information which might be extremely helpful to us. We would appreciate the opportunity to review any inservice training materials your program has developed in the area of working with exceptional students in career education.

We would greatly appreciate your sending us any relevant materials, and will be happy to return them to you at your request. If you have any questions concerning our project or this request, please call our toll-free number: 800-336-3728, ext. 269.

Thank you for your assistance.

Sincerely yours,

Carole M. Johnson
Project Director
Career Education

CMJ/jl

Enc.

1920 ASSOCIATION DRIVE
RESTON, VIRGINIA 22091 (703) 620-3660

APPENDIX E

STATE COORDINATORS OF CAREER EDUCATION

ALASKA
Gary R. Fuller
Director, Career Education
Department of Education
Pouch F
Juneau, Alaska 99811

ARIZONA
John Komar
Career and Vocational Education
State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

ARKANSAS
Emil Mackey
Supervisor, Career Education
State Education Building
Little Rock, Arkansas 72201

DELAWARE
Thomas K. Pledgie
State Supervisor
Exceptional Children/Special
Programs Division
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, Delaware 19901

DISTRICT OF COLUMBIA
Otho E. Jones
Career Education Unit
Public Schools of the District
of Columbia
Presidential Building, Room 902
415 12th Street, N.W.
Washington, D. C. 20004

FLORIDA
Margaret Ferqueron
Coordinator, Career Education
Vocational Research and Evaluation
State Department of Education
Room 258, Knott Building
Tallahassee, Florida 32304

IDAHO
Leila Lewis
Consultant, Career Education
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

ILLINOIS
Donna Martin
Career Education Specialist
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

KANSAS
Wilbur Rawson
Career Education Coordinator
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

LOUISIANA
Joseph Williams
Director, Career Education
State Department of Education
P. O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

MARYLAND
E. Niel Carey
Career Education Unit
State Department of Education
Box 8717
Baltimore, Maryland 21240

MASSACHUSETTS
Charles Brovelli
State Coordinator for Career Education
Division of Occupational Education
State Department of Education
31 St. James Street
Boston, Massachusetts 02116

State Coordinators, cont'd

MONTANA
G. Patrick Feeley
Career Education Coordinator
Office of the Superintendent of
Public Instruction
State Capitol
Helena, Montana 59601

NEVADA
Myrna Macdonald
Career Education
State Department of Education
Carson City, Nevada 89701

NEW HAMPSHIRE
Kathryn Diggs
Coordinator, Career Education
State Department of Education
400 State House Annex
Concord, New Hampshire 03301

NEW YORK
Vivienne Anderson
State Education Department
99 Washington Avenue
Albany, New York 12234

NORTH CAROLINA
James E. Conner
Office of Career Education
State Department of Public Instruction
Raleigh, North Carolina 27611

NORTH DAKOTA
David Massey
State Coordinator, Career Education
State Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505

OHIO
Jack D. Ford
Career Development Service
State Department of Education
Room 903, State Department Building
Columbus, Ohio 43215

OKLAHOMA
Janelle Kirby
Career Education Coordinator
Guidance Services
State Department of Education
Oklahoma City, Oklahoma 73105

OREGON
Dan Grimes
State Department of Education
942 S. Lancaster Drive, N. E.
Salem, Oregon 97310

PUERTO RICO
Gloria Bermudez de Miranda
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico

SOUTH CAROLINA
Ellen T. Hayden
State Department of Education
906 B Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

SOUTH DAKOTA
Janet Shelver
Career Education Director
Division of Elementary and
Secondary Education
State Department of Education
State Office Building #3
Pierre, South Dakota 57501

TENNESSEE
Paul H. Holmes
309 11th Avenue
Smyrna, Tennessee 37167

UTAH
R. Lynn Jensen
Coordinator, Career Education Program
State Board of Education
250 East 5th South Street
Salt Lake City, Utah 84111

State Coordinators, cont'd

WISCONSIN
Robert Meyer
Career Education Supervisor
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

VIRGIN ISLANDS
Delta Dorsch
Coordinator, Career Education
Department of Education
Division of Vocational Education
P. O. Box I, Christiansted
St. Croix, Virgin Islands 00820

REGIONAL RESOURCE CENTERS

Mideast Regional Resource Center
Mona Wahrman, Program Assistant
George Washington University
1901 Pennsylvania Avenue, N. W.
Suite 505
Washington, D. C. 20006

Northwest Regional Resource Center
Caroline Moore, Diffusion Strategist
Clinical Service Building
1590 Willamette Street
University of Oregon
Eugene, Oregon 97401

Ohio Regional Resource Center
Thomas Fisher, Director
Ohio State Department of Education
933 High Street
Worthington, Ohio 43085

Pennsylvania Regional Resource Center
James B. Duffey, Director
Pennsylvania State Department of Education
443 South Gulph Road
King of Prussia, Pennsylvania 19406

DIRECTION SERVICE CENTERS

Delaware Direction Service
Adam W. Fisher, Project Director
Delaware Department of Public Instruction
Townsend Building
Dover, Delaware 19901

Maryland Direction Service
Consuelo Anderson, Specialist
in Curriculum and Materials
Maryland State Department of Education
Box 8717
Baltimore, Maryland 21240

1. Western Maryland Direction Service Center
   Alexander Weinstein, Director
   Frostburg State College
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APPENDIX F

CATALOGING SYSTEM FOR RESOURCE MATERIALS

Audience Applicability:

Purple label: Special educators' training materials
Yellow label: Regular educators' training materials
Blue label: Both

Instructional Level:

01. 00	Level not specified
02. 00	Elementary level
03. 00	Intermediate (junior high) level
04. 00	Academic secondary level
05. 00	Vocational secondary level
06. 00	Combination

Potential Function:

00. 01	Teachers' career awareness activities
00. 02	Teachers' skill development to conduct career education
00. 03	Teachers' career awareness activities with exceptional students
00. 04	Teachers' skill development to conduct career education with exceptional students
00. 05	Combinations

Applicable Area of Exceptionality:

00	Specific exceptionality not addressed
MR	Mental retardation
SED	Severe emotional disturbance
SLD	Specific learning disability
D	Deaf
HH	Hard of hearing
VH	Visually handicapped (includes blind)
DB	Deaf-blind
OHI	Other health impaired
OI	Orthopedically impaired
MH	Multiply handicapped
SI	Speech impaired
G/T	Gifted/talented
GEN.	General or combination

Files for:
Module Development Process
Evaluation Process
Dissemination Process
General Career Education for Exceptional Individuals - Background

APPENDIX G

Career Education for Exceptional Individuals:

An Overview

Carole M. Johnson

Project Director

The Council for Exceptional Children

Career Development for Exceptional Individuals, Spring 1979 (in press)

The research reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Career Education for Exceptional Individuals:

An Overview

In order to develop inservice materials relating to career education for exceptional learners, The Council for Exceptional Children has undertaken a special project. Funded by the Office of Career Education, U. S. Office of Education, the one-year project is entitled "Development of a Training Module to Assist Regular and Special Educators in the Design and Implementation of Career Education Programs for Exceptional Students."

The project's first objective was to conduct a review of the career education literature in order to: (1) define the major thrusts of career education for exceptional individuals; (2) examine inservice and preservice activities in terms of extent, content, and areas of exceptionality addressed; and (3) to identify those content areas to which personnel development programs have paid insufficient attention. The focus of this paper will be upon these last two goals, which relate to inservice education.

The term "career education" is used in the context defined by The Council for Exceptional Children (1978). Therefore, this literature review does not include the significant material concerned solely with vocational education for special needs learners. In addition, documents which are generally inaccessible to most professionals have not been included.

Major Thrusts

Literature related to the major thrusts of career education for exceptional individuals may be classified in three ways: philosophy papers, curriculum guides, and program descriptions. Although there is considerable overlap between each classification, documents will be discussed according to their major objective or usage.

Philosophy Papers

Philosophy papers are defined as articles, books, monographs, or documents which are general in nature. Frequently they are intended to describe the need, rationale, definitions, and/or models for career education for exceptional individuals. Such papers do not include descriptions of specific programs, curriculum guides, or inservice/preservice programs. A call for emphasizing career education in exceptional children's educational programs is made in position papers and articles by several professionals (Appell, 1977; Bureau of Education for the Handicapped, 1975; The Council for Exceptional Children, 1978; Gysbers & West, 1975; Hoyt, 1975, 1978; Martin, 1974; Meers & Conaway, 1977; Soeffing, 1974). An overview for the origins, rationale, and approaches to career education generally and U. S. Office of Education career education models is given by other authors (Clark, 1974; Gardner & Warren, 1978; Gysbers & West, 1975; Kregel, 1975; Lake, 1973; Payne, Mercer, & Epstein, 1974; Phelps & Lutz, 1977). They explore these topics in the context of programming for exceptional children. In addition, a comprehensive review of the growth of career education for handicapped and non-handicapped learners has been developed by Brolin and Kokaska (1979).

Career education has been discussed with regard to specific conditions of exceptionality. Students with mild to moderate mental retardation have been the focus of many of these works. For example, career exploration and preparation needs of adolescent educable mentally retarded students have been addressed by Boland (1977), Brolin (1973, 1974, 1976, 1977), Cegelka (1977), Cegelka and Phillips (1978), D'Alonzo (1977), Salomone, Lehmann, and Green (1973), and Weisenstein (1977).

Kokaska (1978) and Clark (1979) have discussed the career education needs of elementary aged mentally retarded children, and have stressed the need for career education to begin in early childhood and follow a developmental approach. Materials relevant to the educational instruction of adolescent educable mentally retarded students are identified by Brown, McIntosh, and Tuoti (1974). The Regional Instructional Materials Center for Handicapped Children and Youth (1973) has an information package on career education programs and practices for teachers of mentally retarded students. In addition, documents relevant to career education for the mentally retarded have been annotated in a bibliography developed by the ERIC Clearinghouse on Handicapped and Gifted Children (n. d.).

The review of the literature yielded a smaller amount of material in other areas of exceptionality. For example, Isaacs (1973), Ruth and Richards (1974), and Sanborn (1976) have written about the career education needs of gifted and talented youngsters. Wurster (1975) has described a mini-project, involving six residential schools for the blind, in which learners with visual handicaps are provided career education experiences. Concerns and approaches to career education for deaf students have been discussed by Hehir (1973), Hoag and Munson (1973), Lenox and Hamilton (1973), and Maruggi (1974). The impact of burn injury and resulting facial or bodily disfigurement upon the career development of adolescents is the focus of an article by Goldberg, Bernstein, and Crosby (1975). The career education implications for youth having specific learning disabilities have been presented by Bingham (1978) and Williamson (1975).

Identified philosophy papers also include descriptions of conceptual models which have sought to clarify and define career education programs designed for exceptional individuals (Brolin, 1973, 1974, 1978; Brolin & Kokaska, 1979; Brolin, McKay, & West, 1979; Clark, 1974, 1975; D'Alonzo, 1978; Kolstoe, 1976; LeVoci, 1974). Such papers have fostered career education experiences for exceptional individuals and provide a conceptual base upon which to build programming for learners. Development of these conceptual models has also provided assistance in clarifying and defining for special educators and others the distinction between career education and vocational education and other work-related programs.

Curriculum Guides

Curriculum guides represent the second classification of reviewed literature. Such documents specifically address the objectives, content, teaching strategies, program resources, and student activities involved in implementing career education for exceptional students. For example, career education guides for handicapped persons have been developed by the Michigan State Department of Education (1973), Missouri State Department of Education (1973), Quincy (Illinois) Public Schools (1977), and Radford (Virginia) Public Schools (n. d.).

Guides focusing upon methods, procedures, lesson plans, and student activities have been developed for use with specific special needs groups. For example, curricula for use with students who are mentally retarded have been developed by Boland (1978), Brantley (1976), Gobel (1976), and Picago, Eichinger, Nickence, Rau, Schoenrock, and Stamm (1973a, 1973b). Davis (1976) and the South Dakota School for the Deaf (1975) have designed special curricula for deaf students. The needs of hard of hearing, visually handicapped, and orthopedically handicapped students are the focus of a K-12 curriculum by Bailey (1977). The career education curricular needs of emotionally handicapped and chronic disruptive youth are emphasized by Sherry, Schmid, and Wells (1977). The curriculum developed by the Conroe (Texas) Independent School District highlights the needs of severely and multiply handicapped youngsters who do not receive career education experiences in regular or resource room classes. In addition, a comprehensive curriculum has been developed by Gillet (1978) to facilitate the provision of career education for learning disabled children.

A review of curriculum guides revealed several general content categories which can be expressed in terms of student goals. In order of frequency of occurrence, they include:

- acquisition of occupational information
- understanding self and others
- recognizing school/work relationships
- use of leisure time
- establishing work values and habits
- acquiring survival skills (e.g. applying for a job, banking, consumerism)
- identifying role models

Development and implementation of these curriculum guides indicate the increasing commitment of state and local agencies to providing exceptional individuals with meaningful career education experiences.

Projects and Programs

Research and development projects have served to extend and intensify the movement toward integration of career education concepts within educational programs for all children. Career education programs have been viewed as a vehicle for achieving several of the major goals of special education. Thus, many projects and programs for exceptional children have perceived career education as a means through which special children may acquire the daily living, personal-social, psychomotor, cognitive, and economic independence skills needed to become as individually fully functioning, self-sufficient, and well adjusted as possible.

A number of research and development projects have fostered and nurtured the acceptance and implementation of career education as a concept appropriate for the education of exceptional individuals. Funded by local, state, and federal agencies, they have varied widely in approach, outcome, and focus. While it is beyond the scope of this paper to identify all such projects, examples of their variety will be presented. Figure 1 depicts selected projects by project director, date, and general thrust of each. Full project identification information is given in the reference section at the end of this article. Projects related to personnel development are treated separately.

Insert Figure 1 about here

Some career education projects have attempted to eliminate stereotyping of students with disabilities and to develop positive self-concepts of handicapped students through video media (Feeling Free, 1977; Khan Du, 1977). Others have provided internships and work experience programs for secondary exceptional youth (Borman, 1976; Hirsch, 1977; Holst, 1976; Woofter, 1976). Demonstration projects have also focused upon program development at the elementary, junior high, and/or high school levels (Fletcher, 1977; Gobel, 1976; Rouse, 1977; Sherry et al., 1977; Taylor, 1978; White, 1978). Surveys of exemplary programs in career education and vocational education for handicapped students have been conducted by Abt Associates (1973), Cegelka (1977), and Lake (1974).

Instructional materials development and formulation of guidelines for programmatic implementation have been the focus of some research and development projects (Alliance, 1978; Demos & Johnson, 1978; King, 1977; Newman, 1978). Still others have dealt with applied research in terms of identification of teacher competencies (Nelson, 1976), cognitive content of career education (Clark & Wimmer, 1978), career maturity (Orsini, 1974), and development of interest inventories (Beziat, 1978). These projects and programs have sought to demonstrate the viability of career education for exceptional individuals and to provide alternatives for implementation of the concept.

Inservice/Preservice

In order to encourage the implementation of any new educational concept or approach to educational programming, some change in current practice is usually required. Inservice and preservice education have been viewed by personnel development workers in career education as prerequisite to or concurrent with implementation. Personnel developers have logically perceived that if a concept such as career education is to be translated into programmatic practice, those who are to implement it must understand and internalize what it is they are to do and why they are to do it.

Several projects have been funded to develop models of inservice and preservice education for career education for exceptional individuals. Three of these will be discussed briefly below, followed by a more general description of other such efforts.

Project PRICE

According to Brolin (1978), Project PRICE (Programming Retarded in Career Education), funded in 1974 by the Bureau of Education for the Handicapped, had three major objectives:

- to design and develop an inservice/staff development model;
- to develop appropriate techniques, materials, and experiences to train school personnel; and
- to complete and disseminate an inservice/staff development training program for such personnel.

The materials and inservice model developed by Project PRICE staff were based on an extensive needs assessment, reviews of the literature, assistance from a national advisory committee, and intensive field testing over a three-year period. Twenty-two competencies (and 102 subcompetencies) in three major curriculum areas -- daily living skills, personal-social skills, and occupational guidance and preparation -- provide the central focus for project products. Recently, the processes developed by Project PRICE have been translated into a comprehensive two-volume inservice program guide for use by regular and special education personnel (Brolin, 1978; Brolin et al., 1979).

Project RETOOL

The purpose of the national RETOOL project has been to develop a statewide model for inservice education on a variety of topics. Funded by the Bureau of Education for the Handicapped, the project involves faculties and others from across the nation. The RETOOL central office is located at the University of Alabama, and has subcontracted with the University of Kansas, University of Tennessee, Colorado State University, and the Massachusetts State Department of Education Alpha Group. Each subcontractor conducted a needs assessment within the respective state or region. The results of the needs assessment determined the topical emphasis for each region and the preferred methods for inservice delivery. A "talent resource pool" (Meyen & Clark, 1978) was also identified during the needs assessment process in order to utilize fully topical experts within the specific locale. Career education for handicapped individuals has been the topical emphasis for the universities involved in the projects.

Murray State University Project

Murray State University, through funding from the Office of Career Education, has been conducting a two-year project designed to prepare teacher educators in the area of career education for exceptional individuals (Helge, 1977). Entitled "Infusing Career Education for the Handicapped through Total System Involvement," the initial training and involvement was based upon the needs and interests of faculty members. Individual faculty have selected the degree and type of activity in which they would engage. Some have elected to develop learning activity packets. Others have conducted research projects. Still others have infused career education within their teacher education courses. Faculty are currently involved in providing inservice education experiences for teachers within local districts.

Other institutions of higher education and state and local educational agencies have also provided career education inservice and preservice experiences for educators of exceptional learners. For purposes of this paper, inservice and preservice personnel development programs will be treated separately.

Inservice

The majority of inservice programs reviewed are designed for special educators and special and regular educators at the secondary level. These programs have emphasized career education for mildly mentally retarded students with primary content focus upon:

- understanding the career education concept;
- planning career education activities for exceptional students;
- role of teacher, student, community in career education;
- need for career education with exceptional students;
- recognizing appropriate career education materials;
- adapting/developing career education materials;
- infusion/threading techniques;

- prototype career education activities; and
- career education and IEP planning.

Federal or state funds were obtained to conduct these inservice activities, and the majority utilized a group workshop/conference approach, although some were designed for self-study. Figure 2 identifies the documents reviewed, in light of content focus, audience, and area(s) of exceptionality.

Insert Figure 2 about here

Preservice

Descriptions of preservice efforts relating to career education for exceptional individuals are less prevalent in the literature than are those of inservice programs. One of the earliest studies relating to the need for career education personnel preparation programs for teachers and potential teachers of exceptional individuals was conducted by Brolin (1973). This study was an outgrowth of previous work in which Brolin and Thomas (1972) developed a teacher preparation model for secondary programming for educable mentally retarded students. The purpose of the 1973 study was to identify teacher competencies necessary to meet the educational needs of secondary mentally retarded students. Student needs and teacher competencies were identified via a selected survey with a two-day follow-up conference for respondents. The original list of submitted competencies was narrowed to thirty-one by concensus of conference participants, then classified into four areas -- academic, daily living, psychosocial, and occupational -- and submitted for review via field questionnaire to 251 secondary special education teachers in Wisconsin. Outcomes of the study indicated the need for career education emphasis in personnel preparation programs for secondary special education teachers and potential teachers.

Changes in teacher and counselor education programs which would facilitate more adequate response to the career education needs of handicapped students were identified by Brolin, McKay, and West (1977). The authors recommended the following:

1) Encourage students interested in vocational rehabilitation and/or vocational education to enroll in special education courses or programs. Cross-departmental enrollment and integrated approaches to instruction within special education are emphasized.

2) Expose special education faculty to the career education concept and the changing roles of special educators (p. 59). This change requires that the future consultation role of special educators be stressed. The authors believe that as consultants, special educators will be called upon, among other things, to conduct inservice programs, assist regular classroom teachers of handicapped students, monitor student progress, and plan for student career education experiences.

3) Integrate exceptional child education and career education with vocational

education teacher education programs. This is perceived as a means for capacitating vocational educators to deal effectively with students whose least restrictive placement is in regular vocational programs. (This need has also been stressed by Phelps, 1976.)

4) Redirect counselor education to include the needs of handicapped students and their parents through the use of appropriate counseling techniques, materials, and resources.

Gillet (1978), in a survey of 125 institutions of higher education offering degrees in special education, found twenty preservice programs with at least one course in career education for exceptional individuals. Of the remaining 105 institutions surveyed, ten indicated they intended to offer such a course in the future, while 29 had no such intention and 48 were undecided. Seven areas of content emphasis for preservice programs were identified from responses of six of the twenty institutions offering career education courses.

1) Sequentially developed objectives, both academic and vocational, for a career education program for grades 1 through 12.

2) Stages of occupational development resulting in occupational choice.

3) Evaluation procedures and techniques for assessing job readiness and work performance on job stations.

4) Materials usable in a career education program for grades 1 through 12.

5) Components of a work-study program: job analysis, task analysis, job placement, types of jobs, kinds of work-study programs.

6) Personnel roles involved in a career education program.

7) Outside agency involvement in the career education program. (p. 517)

Descriptions of preservice programs which address career education for exceptional individuals in specific institutions of higher education have been developed by several authors. Diversified approaches to provision of preservice experiences are apparent. Jepsen and Retish (1974) outline a University of Iowa cross-disciplinary teacher education program which provides seminar and field practicum experiences focusing upon diverse client groups, including handicapped individuals.

Torrance and Kaufmann (1977) discuss the infusion of career education into preservice programs for potential teachers of gifted and talented students. Four major objectives form the focus of their program at the University of Georgia: 1) analysis of information in terms of applicability, future implications, and outcomes; 2) creative problem solving; 3) familiarity with the world of work; and 4) values clarification.

Occupational counseling of physically handicapped students is the concern of a special counselor education project at the City University of New York (Goldman & Flugman, 1976, 1977). Counselor interns work directly with school personnel and with physically handicapped students. Student as well as counselor intern outcomes are evaluated and used as a basis for program redirection and improvement.

Infusion of career education into special education personnel preparation programs is the theme of a document prepared by the Interinstitutional Consortium for Career Education in Oregon (1976). It includes information regarding career education, student outcomes, instructional activities, and teacher competencies, as well as samples of two course syllabi.

Johnson (1976) describes the special education teacher preparation program at the California State University at Fresno, which focuses upon career education using a competency based approach.

Recommendations

Career education has become a major focus within the educational environment of many learners, including those who are handicapped and gifted and talented. Philosophy papers, curriculum guides, programs and projects, and inservice and preservice education have helped extend the career education concept to exceptional students. It is evident from this review, however, that these efforts require expansion.

One means for achieving this expansion is through additional inservice and preservice education for both special and regular educators working with special learners. Future efforts in personnel development should, as indicated by this review, consider the following factors, to which insufficient emphasis has been given in the past:

1) Include career development annual goals and short-term objectives within Individualized Educational Programs for all handicapped students.

2) Establish more comprehensive programs which emphasize the developmental career education needs of exceptional children from preschool age through adulthood.

3) Provide a greater number of career education experiences for gifted and talented youngsters.

4) Expand career education for handicapped learners to include more comprehensively those students with handicaps other than mental retardation and deafness.

5) Extend present activities to include more attention to the adaptation and development of appropriate career education instructional materials designed for exceptional learners.

The delivery of career education as a means for encouraging and supporting the career development process for exceptional learners in a systematic, sequential, and ordered fashion has begun to occur more frequently. With continuation and expansion of these efforts, the goal of assisting exceptional students to maximize their potentials for personally satisfying life roles can be more fully realized.

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Figure Captions

Figure 1. Projects matrix.

Figure 2. Inservice activities.

Handicapped	
K-6	*Feeling Free* (1977) - stereotyping and self-awareness
	Khan-Du (1977) - stereotyping and self-concept
	Newman (1978) - development of instructional materials for elementary deaf students
	Orsini (1974) - career attitude development among MR students
	Rouse (1977) - career awareness project using peer teams and community activities
7-9	Alliance (1977) - development of career exploration materials for LD, MR, ED junior high students
	King (1977) - development of career exploration materials for deaf junior and senior high school students
10-12	Beziat (1978) - modification of Holland's self-directed search for use by moderately retarded individuals
	Cameren & Daniel (1975) - guidelines and resources for vocational educators
	Nelson et al. (1976) - identification of teacher competencies needed to diagnose and prescribe occupational learning experiences
	Parker et al. (1975) - describes exemplary vocational education programs for handicapped students
	Plue (1972) - exploration and preparation curricula for secondary MR students
	SCI-PHI (1977) - science career information for physically handicapped
	Sherry et al. (1977) - secondary programming for emotionally disturbed adolescents

Other	(projects which aggregate across grade levels)
	Clark & Wimmer (1978) - identification of cognitive content for career education for mentally retarded students ages 8-18
	Demos & Johnson (1978) - guidelines for state and local planners
	Gobel (1976) - curriculum development with business-industry-labor and parent involvement and community-based experience
	Gray (1973) - departmentalized prevocational work-study program for educable mentally retarded students
	Upthegrove (1977) - development and implementation of individual career plans for students in grades 1-12

	Gifted and Talented
10-12	Borman (1976) - mentorships with professors and work experience
	Falk (1976) - students are instructors of younger children using the Outdoor Instructional Strategies program
	Hirsch (1977) - internships for gifted handicapped students
	Holst (1976) - internships in business administration
	Woofter (1976) - internships in public service agencies
Other	Fletcher (1977) - career exploration of art careers for talented students in grades 4-9
	Taylor (1978) - K-12 arts program (also includes handicapped and regular students during and after school and summer)

Author/Principal Investigator	Content*	Audience	Exceptionality
Blackburn & Carpenter, 1977	1-4, 7, 8	secondary regular and special educators	MR and general
Boland & Werschke, 1976	2, 3, 5, 6-8	elementary-secondary regular and special educators	MR
Brolin, 1978	1-7, 9	secondary regular and special educators	MR and general
Brolin et al., 1976	3, 9	secondary special educators	MR
Brolin et al., 1979	1-9	secondary regular and special educators	MR
Burger et al., 1976	2, 8	secondary special educators	MR
Carr, 1975	1, 3, 6-8	elementary-secondary regular educators	none
Carroll et al., 1976	1, 3, 4-6	secondary special educators	LD/MR
Carroll et al., 1977	3, 4, 5	secondary special educators	LD/MR
Clark, n.d.	1-5	secondary regular and special educators	general

* 1 = understanding the career education concept

2 = planning career education activities for exceptional students

3 = role of teacher, student, community in career education

4 = need for career education with exceptional students

5 = recognizing appropriate career education materials

6 = adapting/developing career education materials

7 = infusion/threading techniques

8 = prototype career education activities

9 = career education and IEP planning

Author/Principal Investigator	Content	Audience	Exceptionality
Cloninger, 1977	2, 3, 5	elementary-secondary regular and special educators	MR
Coombe et al., 1977	1, 2, 4	secondary special educators	MR
Dean & Dean, 1973	1-4	secondary regular educators	general
Hull & Halloran, 1974	1, 6, 8	secondary regular educators	MR
Institute for the Study of Mental Retardation and Related Disabilities, 1973	1-3, 5, 6, 8	elementary-secondary special educators	MR
Massey, 1975	1	elementary-secondary regular and special educators	none
Mesa Public Schools, 1978	4	secondary counselors	OI
Meyen & Clark, 1978	1-8	regular and special education teacher educators	general
Michigan State Department of Education, 1973	1, 2, 5, 7	secondary regular and special educators	general
Munson, 1975	1, 2, 4, 7	secondary special educators	deaf
Munson et al., 1975	1-5, 7, 8	secondary special educators	deaf
Northrop, 1974	1, 8	secondary regular educators	none
Reynolds, 1974	2, 5, 6, 8	secondary regular and special educators	MR and general
WNVT, Northern Virginia Television	3, 4, 5	secondary regular educators	general

APPENDIX H

MODULE CONTENT OUTLINE

Introduction

Filmstrip and audio cassette, "Career Education: An Overview"

Section #1: What Is Career Education?

- General overview (basic concepts, historical background)
  - exercises
  - definitions
  - models

- Career development basis
  - what happens at various phases of development
  - chart comparing theorists
  - readiness to proceed through the phases (not necessarily chronological)

- The process of career education - what happens
  - awareness
  - exploration
  - preparation
  - continuing preparation

- Roles and responsibilities for career education
  - school
  - home
  - community
  - student

- Module evaluation

Section #2: Need for Career Education by Exceptional Students

I. Who are handicapped individuals?
   1. Introduction - who are exceptional individuals?
   2. Levels of severity
   3. Impact on person's life
   4. Overview of employment of handicapped individuals (statistics)
      - limited choice

II. Overview for gifted and talented individuals
   - problems of over-choice
   - impact

Module Content Outline
Page Two

III. Factors influencing career choice
    - occupational realism
    - vocational maturity
    - options available
    - stereotyping

IV. Specific statement of need

V. Module evaluation

Section #3: Instructional Planning and Methods

Approaches to career education for exceptional individuals
- definitions
- models

Goals and objectives

Career education and IEP planning

Infusion
- instructional methods and alternatives
- including the community/parents (designing at-home activities involving parents and community)
- alternative strategies
- organizing for differences (individualizing instruction)

Module evaluation

Section #4: Instructional Materials

Identifying materials
- locating resources (some suggestions)

Evaluating materials for appropriateness
- considerations (including stereotyping)
- material and project checklists

Adapting materials - processes

Developing materials - processes

Module evaluation

Section #5: Practice Book - Applying Career Education in the Classroom

subdivided by phases

may be incorporated into Modules #3 and #4

Trainer's Guide

Explanation of the package

Alternatives for use of the package

Supplemental inservice activities

References and resources

APPENDIX I

VISUALS	SOUND	NARRATIVE	COMMENT
Introducing Career Education (aerial view of community) ☐ ART ☒ PHOTO #1A ☒ TITLE		Career education is an exciting concept which can serve as a vehicle for enhancing every form of education.	
(closer in) ☐ ART ☒ PHOTO #2A ☐ TITLE		Because work, in one form or another, plays an important role in our lives, it can be said that we live in a working environment.	
112 (shops and houses) ☐ ART ☒ PHOTO #3A ☐ TITLE		Career education provides a broader view of that environment and of how we learn to work there.	113

VISUALS	SOUND	NARRATIVE	COMMENT
(house - high angle) ☐ ART ☒ PHOTO #4A ☐ TITLE		Career education is concerned . . .	
(through window - high angle) ☐ ART ☒ PHOTO #5A ☐ TITLE		with the individual's total life experience,	
(child watering plant in window) [shoot profile from inside, light from outside] ☐ ART ☒ PHOTO #6A ☐ TITLE		from the early brushes we have with work-related skills,	

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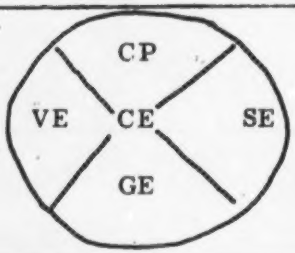
VISUALS	SOUND	NARRATIVE	COMMENT
(person watering plants in a nursery) ☐ ART ☒ PHOTO #7A ☐ TITLE		until those skills are expressed vocationally or avocationally.	
(close-up of person's face with plant and watering spout in foreground) ☐ ART ☒ PHOTO #8A ☐ TITLE		Career education is an integrated approach to the educational experiences encountered by individuals.	
(youngster studying book about worker in #10A) ☐ ART ☒ PHOTO #9A ☐ TITLE		When applied, it is a concept which encourages and supports each individual's development:	

VISUALS	SOUND	NARRATIVE	COMMENT
(person at work) ☐ ART ☒ PHOTO #10A ☐ TITLE		as a worker . . .	
(same person reading) ☐ ART ☒ PHOTO #11A ☐ TITLE		as a learner . . .	
(same person in social situation) ☐ ART ☒ PHOTO #12A ☐ TITLE		as a social being . . .	

VISUALS	SOUND	NARRATIVE	COMMENT
(same person avocationally) ☐ ART ☒ PHOTO #13A ☐ TITLE		and as a person.	
VE GE SpEd Coll. Prep. CE (separate and distinct) ☒ ART ☐ PHOTO #14A ☐ TITLE		Career education is not another name for general education, vocational education, special education, or college preparatory education.	
 ☒ ART ☐ PHOTO #15A ☐ TITLE		Rather it is a concept applied within all educational experiences.	

VISUALS	SOUND	NARRATIVE	COMMENT
4 phases aware. ; orient. ; expl. ; prep. ☒ ART ☐ PHOTO #16A ☐ TITLE		There are four phases of career education . . .	
(graphic blending of 4 phases overlapping) ☒ ART ☐ PHOTO #17A ☐ TITLE		through which learners proceed developmentally and at different rates.	
(classroom) ☐ ART ☒ PHOTO #18A ☐ TITLE		Awareness is the first phase. During this phase students learn cooperative social behavior,	? awareness elem.

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VISUALS	SOUND	NARRATIVE	COMMENT
(young child self-portrait or looking at reflection in mirror) ☐ ART ☒ PHOTO #19A ☐ TITLE		begin to define their own self-concepts, and	
(child looking at self in mirror with worker's hat on) ART ☒ PHOTO #20A ☐ TITLE		to visualize themselves in relation to various work roles .	
(child talking with worker or reading about a career) ☐ ART ☒ PHOTO #21A ☐ TITLE		During the orientation phase, learners acquire information about work . . .	

VISUALS	SOUND	NARRATIVE	COMMENT
(youngsters playing store, or playing bank - child purchasing in real store ☐ ART ☒ PHOTO #22A ☐ TITLE		and develop economic understandings and concepts related to the world of work.	
(students in a counselor's office looking at career materials, or student looking at or reaching for book on a career from shelf) ART X PHOTO #23A X TITLE		During the exploration phase, individuals learn in greater depth about a vast number of careers.	junior high
(industrial arts class) [mainstream] ☐ ART ☒ PHOTO #24A ☐ TITLE		They also have increased opportunities to learn more about themselves: their interests, needs, and abilities;	

VISUALS	SOUND	NARRATIVE	COMMENT
(students in group discussion) ☐ ART ☒ PHOTO #25A ☐ TITLE		to clarify their own values;	
c.u. (youngster filling out application form - want-ads in view) ☐ ART ☒ PHOTO #26A ☐ TITLE		to acquire the basic skills needed to find, obtain, and retain employment;	
(student weighing two items - could be split - same student watching TV or playing baseball) ☐ ART ☒ PHOTO #27A ☐ TITLE		and, to make decisions.	

VISUALS	SOUND	NARRATIVE	COMMENT
(student in carpentry class or split same student carpentry/drafting) ☐ ART ☒ PHOTO #28A ☒ TITLE		The preparation phase is when learners often make tentative career choices,	senior high
c.u. (student thinking reflectively) ☐ ART ☒ PHOTO #29A ☐ TITLE		and make decisions about themselves as individuals.	
(high school vo-tech class, mainstreamed) ☐ ART ☒ PHOTO #30A ☐ TITLE		They also acquire the entry level skills needed for an occupation,	

VISUALS	SOUND	NARRATIVE	COMMENT
(college biology lab) ☐ ART ☒ PHOTO ☐ TITLE #31A		and continue their education if desired.	
(students entering employment office) ☐ ART ☒ PHOTO ☐ TITLE #32A		They examine career opportunities within the community . . .	
(student writing check in a bank) ☐ ART ☒ PHOTO ☐ TITLE #33A		and further develop basic skills needed for adult life.	

VISUALS	SOUND	NARRATIVE	COMMENT
(admissions sign, "continuing education" - people moving in front) ☐ ART ☒ PHOTO #34 A ☒ TITLE		The preparation phase also serves both youth and adults who seek to obtain additional training,	
(mock law class) ☐ ART ☒ PHOTO #35 A ☐ TITLE		whether that training is acquired in a college,	
(computer programming or secretarial class or data processing) ☐ ART ☒ PHOTO #36 A ☐ TITLE		a post-secondary institution,	

VISUALS	SOUND	NARRATIVE	COMMENT
(apprenticeship training program) ☐ ART ☒ PHOTO ☐ TITLE #37A		or in settings external to a school.	
#18A #23A #28A #34A ART ☒ PHOTO ☒ TITLE #38A		Regardless of the phase of career education . . .	
#26A #21A #33A #35A ☐ ART ☒ PHOTO ☒ TITLE #39A		basic academic skills are applied within a career education context.	

VISUALS	SOUND	NARRATIVE	COMMENT
(male CRT operator - handicapped?) ART x PHOTO #40A TITLE		The basic skills of reading . . .	
(female truck driver filling out log book) ART x PHOTO #41A TITLE		writing . . .	
(surveyor - older person teaching younger person) ART x PHOTO #42A TITLE		and arithmetic are essential for success in most careers and in everyday life.	

VISUALS	SOUND	NARRATIVE	COMMENT
Photo, #57A Overlay reading writing arithmetic x ART PHOTO #43A x TITLE		Career education helps make these skills relevant to work and adult life . . .	
(balancing checkbook) ART x PHOTO #44A TITLE		by having students use these skills in meaningful ways.	
(fire fighter use of math - gauges or power plant switcher or telephone company operator or chemist ☐ ART x PHOTO #45A ☐ TITLE		They may use mathematical skills to solve real problems faced by workers and people in everyday life.	

VISUALS	SOUND	NARRATIVE	COMMENT
(child reading about mechanic [8-10 years old]) ART x PHOTO #46A TITLE		They may read about careers and talk with workers.	
(same student writing about mechanic) ART x PHOTO #47A TITLE		They may write reports about occupations or interviews with workers.	
time clock ART x PHOTO #48A TITLE		In addition, students acquire appropriate work habits,	

VISUALS	SOUND	NARRATIVE	COMMENT
(interview set-up) ☐ ART x PHOTO #49A ☐ TITLE		job acquisition skills, and work behaviors.	
(students talking with mechanic) ART x PHOTO #50A TITLE		Students learn about careers through contact with the world outside of the school . . .	
(visiting garage - same student) ART x PHOTO #51A TITLE		by visiting work sites . . .	

VISUALS	SOUND	NARRATIVE	COMMENT
(mechanic at school or with several kids) ☐ ART ☒ PHOTO #52A ☐ TITLE		by talking with workers who come to the school . . .	
(junior high students observing construction site) ☐ ART ☒ PHOTO #53A ☐ TITLE		by observing workers on their jobs . . .	
(carpenter - senior high) ☐ ART ☒ PHOTO #54A ☐ TITLE		and through their own work experiences.	

VISUALS	SOUND	NARRATIVE	COMMENT
(kid grooming a horse or working with a vet) ART x PHOTO #55A TITLE		Students are also encouraged to learn more about themselves, their interests, abilities, values, ideas, and feelings.	
(counselor's office) ART x PHOTO #56A TITLE		They may do this through career guidance and counseling activities.	
(counselor's office; college catalogues; job bank) ART x PHOTO #57A TITLE		They also receive help from the school placement counselor, vocational rehabilitation counselor, and others in finding jobs or locating places for continuing their education.	

VISUALS	SOUND	NARRATIVE	COMMENT
(group of students in Pizza Hut - one waiting tables) ART x PHOTO #58A TITLE		Through career education, students learn to look realistically at themselves . . .	
(street scene - arriving at a street corner) ART x PHOTO #59A TITLE		and at the worlds of work and adult life . . .	
(waiting for the green light at a corner - light is red) ART x PHOTO #60A TITLE		and to make decisions based upon this knowledge.	

VISUALS	SOUND	NARRATIVE	COMMENT
(moving across street as light turns green) ART x PHOTO #61A TITLE		Career education is preparation for life.	
ART PHOTO #62A x TITLE		Script by Carole M. Johnson Produced by Nanda Ward Haynes Production by Photosonics, Inc. The Council for Exceptional Children 1920 Association Drive Reston, Virginia 22091	
ART PHOTO #63A x TITLE		This filmstrip was developed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.	

APPENDIX J

Exceptional Children, September, 1978

CEC AT WORK

Project grants awarded

The Evaluation, Planning, and Development Unit was awarded two grants supporting projects that began this summer.

The Office of Career Development, US Department of Health, Education, and Welfare, funded a project for the "Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students."

A "State of the Art" report is being prepared reflecting existing teacher training materials related to career education for exceptional students. The major learner objectives of the training module are:

- To provide teachers with knowledge about career education and its application to exceptional students.
- To develop teachers' awareness of the value of appropriate career education for exceptional students.
- To develop teachers' skills for conducting appropriate career education for exceptional students in their own classrooms.

The second project is being supported by the Bureau of Education for the Handicapped and deals with "The Design, Development, and Implementation of a National Replicable Inservice Training Needs Assessment Project." This effort expands a previous CEC project that surveyed inservice training components described in state plans. The new project will develop and evaluate a process to monitor the inservice training needs of diverse groups of educators and match those needs with quality programs available through universities and state or local agencies. The objectives of the project are as follows:

- Review the Comprehensive System Personnel Preparation component of each state's Annual Program Plan.
- Collect available university, state, local, or other program information from such sources as the Project for Cooperative Manpower Planning in Special Education, the Teacher Education/Special Education Project (University of New Mexico) and the National Diffusion Network (NIE).
- Conduct and report on a national needs assessment to determine inservice training needs of special and general educators.
- Provide inservice training to program developers at the national, state, and local level on the use of needs assessment procedures, training priorities, and the selection of resources.

Exceptional Children
January, 1979

CAREER EDUCATION IS FOR EVERYONE!

Would you like to assist exceptional individuals in maximizing their career potentials? Would you like to learn more about providing career education experiences to exceptional individuals?

If so, participate in a special $1^{1/2}$ day intensive training program on career education for exceptional students. This special CEC training program is supported by the Office of Career Education, Office of Education, U.S. Department of Health, Education, and Welfare.

WHERE AND WHEN WILL THIS HAPPEN?	April 22 and 23, 1979 Dallas, Texas (Prior to the CEC Convention)
HOW MUCH DOES IT COST?	It's free!
HOW DO I PREREGISTER OR GET MORE INFORMATION?*	Contact CAROLE M. JOHNSON, Project Director, CAREER EDUCATION PROJECT

*Registration will be limited to 50 attendees on a first-come, first-serve basis.

New Institute # 6
Monday, April 23
9:00 a.m.–5:00 p.m.

Practical Approaches, Materials, and Activities for Mainstreaming Young Handicapped Children

Overview: Designed for adults who work directly with young handicapped children, this institute focuses on information, activities, and classroom adaptations that can be used in connection with ongoing programs and curriculum. Presentation modes for this institute include simulation activities, demonstrations, role play, problem solving discussions, audiovisual, and actual construction of some materials. Objectives for this institute are (a) to become aware of the effects of various handicaps and how to recognize and refer children with possible problems; (b) to become aware of feelings and reactions of parents and points to consider in working with them; (c) to learn ways of adapting the classroom and materials for the handicapped child, and (d) to learn a variety of activities for increasing listening, motor and language skills in the classroom.

Faculty: Joyce Evans, Director, Special Projects Division, Southwest Educational Development Laboratory, Austin, Texas, and Donna Bricker, Derkacz, Barbara [illegible], and Sherry Young, Field Trainers, Southwest Educational Development Laboratory, Austin, Texas.

Attendance is limited to 75 persons.

CEC CAREER EDUCATION PROJECT: TWO DAY TRAINING INSTITUTE

Project Training Program # 7
Sunday, April 22–6:00 p.m.–9:30 p.m.
Monday April 23–8:30 a.m.–5:00 p.m.

Overview: An intensive training program on Career Education for Exceptional Children will be offered to any interested person working in an educational setting. CEC's Career Education for Exceptional Children Project is funded by the Office of Career Education and CEC staff will be involved in presenting training that will deal with evaluating career education materials for exceptional students, customizing career education materials for use in the classroom, and planning career education for exceptional students. The institute will be held on Sunday and Monday. Additional information on this activity, if necessary, may be obtained from the Project Director, Carole M. Johnson, Conventions and Training Unit, CEC Headquarters.

Faculty: Carole M. Johnson, Project Director, Career Education, CEC Headquarters, Reston, Virginia.
Attendance is limited to 50 persons.

Division Identity Day
(Tuesday)

Tuesday of convention week has been designated as Division Identity Day. On this day, each CEC division will present a full, intensive day of professional sessions. Business and social meetings have, for the most part, been scheduled on other days to allow the professional program maximum time on Tuesday. Times and locations of these meetings will appear in the Convention Program. The meetings begin at 8:45 a.m. and end at 4:45 p.m.

DIVISION PROGRAM SESSIONS
CASE

The Council of Administrators of Special Education, Inc.

the Impartial Hearing Officer: The Rol

Project Harmony: An Effective Administrative Model for the Instruction and Mainstreaming of Elementary Age Learning and Disabled Children

The Unwritten Contract: Realities Involved in Getting Group Homes Off the Ground and Keeping Them Flying

Organizational Factors in Policy Implementation

Factors Effecting the Introduction of Deinstitutionalization of Children into Public School Programs

The State's Responsibility to the Implementation of P.L. 94-142

CASE Fun Night is scheduled for Tuesday, April 24. This year's event will take place at Texas Stadium (home of the Dallas Cowboys). For further details, see page 398.

Preregistration

Early Bird Specials
CEC's 57th Annual International Convention
Dallas, Texas
Monday, April 23, 1979

Board of Governors Action (Kansas City Convention) calls for a full day of institutes and/or workshops specifically for practitioners interested in attending an additional day of professional events.
There are no registration fees or materials cost requirements. However, preregistration is needed so that materials may be prepared for participants' use. Please print or type. Place one letter in each box. Return the completed form to: The Council for Exceptional Children, Conventions and Training Unit, 1920 Association Drive, Reston VA 22091

Please register me for the Early Bird Special checked below

First Name
Last Name
Position
(Business Address) Street
City
State
(Zip Code)
Business Phone (Area Code)

Mini Training Institutes

- ☐ 1 Facilitating Development of Language in Young Children
- ☐ 2 Preparing for the IEP Meeting: A Workshop for Parents
- ☐ 3 Nondiscriminatory Testing: Protection in Evaluation Procedures

Introducing New CEC Institutes

- ☐ 4 Guidelines to Educational Concerns
- ☐ 5 Everybody Counts
- ☐ 6 Practical Approaches, Materials, and Activities for Mainstreaming Young Handicapped Children

CEC Project

- ☐ 7 Career Education Project—Two Day Training Institute (Sunday and Monday)

[illegible] under [illegible]

Deinstitutionalization of Status Offenders
An Interdisciplinary Approach Toward the Treatment of Behavior and Learning Problems in a Special Educational Facility for Emotionally and Socially Handicapped Children.
What's the Name for What I Feel? An Instructional Program in Affective Education for ED Adolescents
Teaching Children Cause and Effect: A Contingency System of Management
A Behavioral Approach to Education with Emphasis on Parental Involvement
A Reality Approach to Handling Adolescent Behavior Problems
A Competency Based Educational Model for Success, Survival and Self Sufficiency for Secondary Handicapped Students with Emphasis on Emotional Disability
A Model for Group Behavior Management for Teaching Children with Behavioral Disorders

ERIC CLEARINGHOUSE
ON HANDICAPPED
AND GIFTED CHILDREN
August 1978

Vocational and Career Education

What's the Difference between Vocational and Career Education?

by Donn E. Brolin

There still seems to be considerable confusion among professionals and others in regard to distinguishing vocational education from career education. The two concepts are quite different, and therefore the following is presented in an attempt to more clearly differentiate the two:

Vocational education emphasizes:

- Occupational preparation
- Paid work
- Labor market needs
- Courses and a specific instructional program
- Instruction by vocational educators
- Secondary and postsecondary instruction

Career education emphasizes:

- General career skills
- Paid and unpaid work (e.g., volunteer, leisure and recreation, homemaking)
- No specific courses or instructional program
- Learner needs
- Instruction by all educators
- All levels of education

In 1977 The Council for Exceptional Children endorsed the following position statement. Career education is "the totality of experiences through which one learns to live a meaningful, satisfying work life . . . providing the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledges and skills necessary for attaining their highest levels of economic, personal and social fulfillment. The individual can obtain this fulfillment through work (paid and unpaid) and in a variety of other societal roles and personal life styles . . . student, citizen, volunteer, family member and participant in meaningful leisure-time activities."

CEC Division on Career Development

The Division on Career Development (DCD) was officially established in October 1976 as one of the 12 divisions of The Council for Exceptional Children. It was created as a voice for professionals involved in career development of the special individual, preschool through adult; as a catalyst for action in programs of career development; and to serve as a liaison among organizations with similar interests.

Its goals are "to organize representatives from all disciplines who are involved in, or would like to be involved in, career development of exceptional children, youth and adults. Career development is a process which facilitates responsible and satisfying life roles (e.g., student, worker, consumer, family member, citizen) through the utilization of teaching, counseling and community intervention. The Division serves as a catalyst to bring about efficient and effective programs of career awareness, exploration, preparation and assimilation for exceptional individuals from early childhood through adulthood."

Membership in the Division of Career Development is open to all CEC members. Division dues are $8.00 a year for regular members and $4.00 for students. The Division presents a full and varied program at CEC's annual 2 day preconvention meetings. Members of DCD receive two separate periodicals: a Newsletter which is produced quarterly, and *The Journal for Career Development for Exceptional Individuals*, issued twice yearly. Contact the CEC Membership Unit for an application form.

CEC Begins New Project

The Office of Career Education, USOE, funded a project for the development of a "Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students."

A "State of the Art" report is being prepared that describes existing teacher training materials related to career education for exceptional students. The major purpose of the project is to develop a training module that will provide preservice and inservice training to general and special education personnel. The module will contain a handbook specifying a series of learner objectives; detailed instructional guidelines; sample activities; and suggested instructional formats for presenting a 1½ day workshop (three sessions, 2-3 hours each). The major learner objectives of the training module are to:

- Provide teachers with knowledge about career education and its application to exceptional students,
- Develop teachers' awareness of the value of appropriate career education for exceptional students, and
- Develop teachers' skills for conducting appropriate career education for exceptional students in their own classrooms.

For further information contact Carole Johnson, Project Director, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091.

SUMMER
1978

VOLUME 9
NUMBER 4

UPDATE, Summer, 1978

New projects to start this summer

Notification has recently been received from the Office of Education on the approval of two proposals submitted earlier this year by the Evaluation, Planning and Development Unit at CEC. Projects will be initiated during the Summer in the areas of career education and inservice training.

Career Education Training Module

The first award, for one year, from the Office of Career Education, will be used to develop a training module to assist special and regular educators in the design and implementation of career education programs for exceptional students. The funding authority for this project lies in the Career Education Incentive Act (Public Law 95-207), which has as a major goal that "all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decision making, and planning to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping in such activities, including bias and stereotyping on account of handicap."

Recognizing that the special education or regular classroom teacher working with the exceptional child is the key in the child's career educational experience, CEC will develop a self instructional training module with a multimedia format (audiovisual and print) to be used by teacher educators or staff development personnel in the training of special education and regular classroom teachers who work with exceptional students. The objectives to be addressed in developing such a module are:

- To provide an initial or expanded knowledge base in the area of career education for special education and regular classroom teachers who are involved in the education of exceptional children.
- To assist special education and regular classroom teachers to understand the importance of career education for exceptional students and their role in the process.
- To develop special education and regular classroom teachers' skills in program planning to the point of *evaluating* career education materials for use with exceptional students, *adapting* career education materials for use in the classroom, and *planning* career education activities for exceptional students.
- To provide inservice training to program planners and providers on the national, state and local level regarding the needs assessment procedures and results as well as the use of the training priorities determined along with the selection of resources.

Current plans include a field review of the training module at a special training session, which will be part of the Annual CEC Convention in Dallas (April 1979). Preliminary registration materials and information on he session will appear in Fall CEC publications.

(continued on page 7)

Philip Chinn to replace Robert Fuchigami.

Extensive search finds new special Assistant on minority concerns

Following an extensive search process which produced almost 60 applicants and a rigorous screening and interview procedure, Dr. Philip Chinn was selected as the new Special Assistant to the Executive Director on Minority Concerns. He will replace Dr. Robert Fuchigami, who has served as interim Special Assistant on Minority Concerns since September and who will be returning to Sonoma State College in California in July.

Dr. Chinn comes to CEC from North Texas State University, where he was an associate professor in Special Education. Previously he had taught at the University of Utah and at East Texas State University. Dr. Chinn is a mixture of Chinese, Hawaiian, Irish, and Spanish ancestry and has been a member of CEC for over 15 years. He received his BA from Baylor University in History and earned both his MA and EdD from the University of Northern Colorado with specialities in Special Education and Educational Psychology.

Dr. Chinn has had a wide variety of experience as a classroom teacher with prevocational educable mentally retarded children in Kentucky, vocational adjustment coordinator with educable mentally retarded children

(continued on page 2)

1,000 new Members Gained

CEC gained more than 1,000 new members at the 56th Annual Convention held in Kansas City from May 2-5, 1978. During the same week at the Thursday meeting of the Delegate Assembly the winners of the 1978 Membership Drive Contest were announced.

Annually, the Council for Exceptional Children recognizes outstanding achievement in membership recruitment, retention, and reactivation. This year, 1977-1978, membership awards (Certificate and $100 US Savings Bond) were presented to four state/province CEC units showing *the greatest percentage increase in membership:*

- State/Province CEC units with below 50 memberships per 100,000 population:
  MANITOBA FEDERATION #338
  57.01% increase
  BRITISH COLUMBIA FEDERATION #646
  30.46% increase
- State/Province CEC units with 51-100 memberships per 100,000 population:
  NORTH DAKOTA FEDERATION #922
  20.85% increase
  MONTANA FEDERATION #70
  14.06% increase

(No units had more than 100 memberships per 100,000 population)

(continued on page 6)

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Herndon, Virginia
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APPENDIX K

Special Session for Educators and Producers

Publishers, product developers and others interested in developing instructional materials are invited to attend a special session on Thursday, February 8, 1979, from 8:45 - 11:30 a.m. at the CEC Topical Conference on Career Education for Exceptional Individuals. The major focus of the session will be the representation of exceptional persons in educational materials. Members of the Consortium for Appropriate Representation of Exceptional Persons in Educational Materials will be serving as facilitators in this session. As you are aware, the Consortium (composed of representatives from CEC; LINC Services, Inc.; University of Pittsburgh; White House Conference on Handicapped Individuals; Guidance Associates; President's Committee on Employment of the Handicapped; Peabody College; and Charles E. Merrill Publishing) has published guidelines which have been distributed to publishers nationally and internationally.

The purpose of this session is to provide producers, product developers and others with experiences to enhance awareness of methods for appropriate representation and opportunities for hands-on evaluation and modification of materials with immediate feedback using a team approach. All materials subject to evaluation will be masked as to publisher and/or producer so that participants' review will be based solely on appropriateness of materials rather than on reputation or previous experience with producers.

It is hoped producers and developers will attend and garner new ideas and approaches to materials development. How to Begin Today: Adapting Career Development Materials for Students Efficiently and Economically (Session #B5-Curriculum) will be conducted by Carole M. Johnson, CEC Project Director, and Joan Simon Jones, Program Specialist, National Center for Research in Vocational Education.